DOCUMENT RESUME

ED 111 428 IR 002 526

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TITLE Development and Research Utilizing the Plato IV System for Company Commander Behavioral Change Training. Final Report for Period 16 July 1973-20 August 1974.
INSTITUTION Naval Training Equipment Center, Orlando, Fla.
REPORT NO NAVTRAEQUIPCEN-73-C-0129-1
PUB DATE Aug 75
NOTE 113p.

EDRS PRICE MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS Attitudes; *Behavioral Science Research; *Behavior Change; Changing Attitudes; *Computer Assisted Instruction; Computer Programs; Computer Science; Material Development; *Military Training; Officer Personnel; Questionnaires
IDENTIFIERS Company Commanders; PLATO IV; Recruit Training Command

ABSTRACT

In order to identify appropriate behaviors of company commanders for behavioral change training, an extensive questionnaire was administered to company commanders and recruits. A profile of the average company commander resulted, giving demographic, attitudinal and behavior characteristics. An analysis was made of the relationship of attitudes and normative beliefs to the prediction of behavioral intentions. Company commander characteristics were linked to behavior factors; based on these factors a PLATO computer-assisted instruction program was designed to help all company commanders to reach the behavioral standards of effective commanders. (JY)

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ED 114428

Report No. NAVTRAEQUIPCEN 73-C-0129-1

DEVELOPMENT AND RESEARCH UTILIZING THE PLATO IV SYSTEM FOR COMPANY COMMANDER BEHAVIORAL CHANGE TRAINING

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August 1975

Final Report for Period 16 July 1973 - 20 August 1974

DoD Distribution Statement

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Prepared for

DEPARTMENT OF THE NAVY
Naval Training Equipment Center
Orlando, Florida 32813

IR002 526

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE

READ INSTRUCTIONS BEFORE COMPLETING FORM

1. REPORT NUMBER: NAVTRAEQUIPCEN 73-C-0129-1	2. GOVT ACCESSION NO.
3. RECIPIENT'S CATALOG NUMBER	
4. TITLE (and Subtitle): DEVELOPMENT AND RESEARCH UTILIZING THE PLATO IV SYSTEM FOR COMPANY COMMANDER BEHAVIORAL CHANGE TRAINING	5. TYPE OF REPORT & PERIOD COVERED: Final Report [illegible] period 16 July 1973 - 20 [illegible] 1975
	6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s): Jerry L. Cohen and Martin Fishbein	8. CONTRACT OR GRANT NUMBER(s): N61339-73-C-0129-1
9. PERFORMING ORGANIZATION NAME AND ADDRESS: Jerry L. Cohen, Department of Psychology, University of Illinois, Champaign, Illinois 61820	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS: NAVTRAEQUIPCEN Task 3755-01-P02B
11. CONTROLLING OFFICE NAME AND ADDRESS: Naval Training Equipment Center, Code N-215, Orlando, Florida 32813	12. REPORT DATE: Aug. 1975
	13. NUMBER OF PAGES: 103
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)	15. SECURITY CLASS. (of this report): Unclassified
	15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

16. DISTRIBUTION STATEMENT (of this Report)

DoD Distribution Statement:
Approved for public release; distribution unlimited.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)

18. SUPPLEMENTARY NOTES

Prepared with the assistance and cooperation of the staff at Recruit Training Command, San Diego, California

19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

Computer-assisted instruction
PLATO IV
Attitude-Behavior relationship
Company Commander Performance

20. ABSTRACT (Continue on reverse side if necessary and identify by block number): An investigation of the possible utilization of the PLATO IV System as a behavioral change training device for use with company commanders at Recruit Training Command, San Diego, was undertaken. Working within the theoretical framework developed by Fishbein, questionnaire data was collected to assess the possible relationships among attitudes and specific task-oriented behaviors. On the basis of the results from these measures, computer-assisted instructional materials were initially developed for use on the PLATO IV System. This report presents summaries of the data analyses and the framework of the developed computer programs.

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SUMMARY

The use of computers and computer-aided technology is advancing in many diverse fields today. This report is concerned with the possible utilization of the University of Illinois' PLATO IV System for behavioral change training. PLATO is an acronym for programmed logic for automatic teaching operations, a computer-based teaching system. PLATO has been shown to be a versatile computer-based system which has been used in public schools, community colleges, and university (both graduate and undergraduate) courses. The work reported here is the initial work undertaken for the development of PLATO materials to be used with company commanders at Recruit Training Command (RTC), San Diego, California.

The investigators, working within the theoretical model proposed by Fishbein for the attitude-behavior relationship, first identified a relevant set of specific behaviors and then constructed a questionnaire to assess the components of the theoretical model. On the basis of the results of the questionnaire measures, computer-assisted instructional materials were developed. The initial construction and development of these materials are discussed.

The results of the data analyses support the theoretical model of the attitude-behavior relationship and lend support to the approach undertaken. If one is interested in assessing the determinants of the attitude-behavior relationship, explicit measures of specific relevant behaviors are necessary. Knowledge of general measures of attitudes have been shown to have very little predictability for the intended performance or nonperformance of specific behaviors.

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SECTION I

INTRODUCTION

This report will review the progress made during the recently completed contract year from July 16, 1973 to August 20, 1974. The basic purpose of this work was to investigate the possible utilization of the PLATO IV System as a training device for military personnel. It was decided to work with company commanders stationed at Recruit Training Command (RTC), San Diego, California.

Briefly, in order to pursue the use of the PLATO IV System for behavioral change training, one must identify the particular kinds of behaviors to be changed and the type of variable which may control that specified behavior. The work undertaken in this project was guided by Fishbein's (1973)[1] theoretical views on the attitude-behavior relationship. According to the theory, an individual's intention to perform any given behavior is a function of two factors: (1) the attitude toward performing that behavior and (2) the normative beliefs about what "others" think of performing the behavior. Algebraically, this can be expressed as:

$$B \sim BI = [A_{act}]w_o + [\Sigma NB(MC)]w_1$$

where

B = overt behavior

BI = the behavioral intention to perform that behavior

A_{act} = attitude toward performing the behavior

NB = the normative beliefs of others

MC = the motivation to comply with the expectations of others

w_o and w_1 = regression weights empirically derived

Recent research on the attitude-behavior relationship[2, 3] has indicated that although general attitudes, e.g., toward being a company commander,

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1 Fishbein, M. The prediction of behaviors from attitudinal variables. In K. K. Sereno and C. D. Mortensen (Eds.), Advances in Communication Research, New York: Harper and Row, 1973.

2 Ajzen, I., & Fishbein, M. Attitudes and normative beliefs as factors influencing behavioral intentions. Journal of Personality and Social Psychology, 1972, 21, 1-9.

3 Fishbein, M., & Ajzen, I. Attitudes and opinions. In P. Mussen and M. Rosenzweigh (Eds.), Annual Review of Psychology, 1972, Palo Alto: Reviews, Inc., 1972, 23, 287-544.

toward the Navy, or new recruits, are related to patterns of behavior that are performed with respect to these objects, these general attitudes may or may not be related to specific behaviors. Further, there is other evidence that the performance of any specific behavior is primarily determined by a person's intention to perform that behavior. These intentions themselves are determined by specific attitudes, i.e., toward the behavior in question, and by normative considerations, i.e., the subject's beliefs that relevant others think he should or should not perform the behavior in question. Finally, attitudes, either toward objects or toward specific behaviors, are themselves a function of beliefs and their evaluative aspects. Thus, the basic elements underlying a person's attitudes, intentions, and behavior are the relevant beliefs that the person holds. The immediate implication of this perspective is that, if one wishes to change attitudes, intentions, or behavior, one must ultimately change those beliefs that serve as the primary determinants of those attitudes, intentions, or behaviors.

SECTION II

METHOD

In order to identify appropriate behaviors of company commanders for the behavioral change training, the investigators visited RTC, San Diego, from September 19 to September 24, 1973. During this trip we met with the RTC staff to discuss the project and to elicit any suggestions that would facilitate our observations. We also met with and interviewed 14 company commanders and 13 recruits. In these interviews and discussions we sought to identify very specific behaviors that company commanders performed in their everyday routine. While on the Base we also "shadowed" company commanders during the day and observed various training and classroom situations. On Friday, we attended the graduation exercise and the evening smoker. During the weekend, we attended some of the athletic competitions and continued our observations of the company commanders. This trip was extremely useful in building rapport with the RTC staff and a number of company commanders, as well as for compiling a list of specific behaviors that could be adopted within the framework of the project.

In order to arrive at a manageable set of behaviors that appeared most relevant to the project, we asked the RTC command staff to identify from our list of 65 specific behaviors those behaviors which they considered to be important and which should be performed by a "good" company commander. On the basis of the responses of the RTC staff, we selected a subset of 35 behaviors for further use. All of these 35 behaviors were deemed important and the performance or nonperformance was indicated.

A questionnaire with fixed alternatives was developed in reference to the set of 35 behaviors. This questionnaire was constructed in order to assess the theoretical components required by Fishbein's theory. Specifically, for each behavior six questions were asked, each requiring self reports of the individual of:

a. prior performance of the behavior,

b. intention to perform the behavior in the future,

c. attitude toward performing the behavior,

d. normative belief about the commanding officer (CO) of recruit training expectations concerning performance of the behavior,

e. normative belief about the Military Training Officer's (MTO) expectations concerning performance of the behavior,

and f. normative belief about most other respected company commanders' expectations concerning performance of the behavior.

In addition, questions utilizing the Semantic Differential[4] technique were included to assess more general attitudes toward (1) today's Navy, (2) new recruits, (3) being a company commander, (4) trying to brigade, and (5) pushing a company.

Twenty questions from the Ford-Borgatta Job Satisfaction Measure[5] were modified for use with company commanders. This measure was included to assess the company commanders' satisfaction with various aspects of their job. Thirty questions were also constructed (based largely on information obtained from our visit to RTC, San Diego) directed at assessing the company commanders' recruit training philosophies.

To complete the questionnaire, various demographic and sociological questions were asked. Many of the items were taken from Braunstein's (1972)[6] survey questionnaire. A copy of our completed questionnaire is included in Appendix A. Oral instructions of a general nature were given at the beginning of the administration of the questionnaire and written instructions concerning each section were included within the questionnaire booklet.

The questionnaire was administered on January 28 and 29, 1974 to 82 company commanders. These company commanders were assigned to one of three groups by the RTC staff on the basis of subjective ratings of the company commanders' past effectiveness in the field: (1) above average (AA), N=22; (2) average (A), N=38; and (3) below average (BA), N=22. For administration purposes, the company commanders were unaware of the groupings made by the RTC staff and completed the questionnaire in groups of approximately 20 each. It took on the average 60 minutes to complete the questionnaire. After completion of the questionnaire, we discussed the purpose and content with the respondents who indicated that they found the experience very interesting. In fact, some company commanders stayed for nearly an hour after completion of the questionnaire to discuss their views and experiences.

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4 Osgood, C. E., Suci, G. J., & Tannenbaum, P. H. The measurement of meaning. Urbana: University of Illinois Press, 1957.

5 Finch, C. W., & Gibson, J. N. Development of a questionnaire to measure Air Force junior officer attitudes toward intrinsic aspects of the work itself. Air Force Institute of Technology, January, 1972, (AD 743405).

6 Braunstein, C. Report of enlisted findings, Navy personnel survey. Naval Personnel Research and Development Laboratory, July, 1972 (AD 746477).

SECTION III

RESULTS

DEMOGRAPHIC VARIABLES. The profile of the average company commander at San Diego was as follows:

He was a mean age of 35.6 years, had been in the Navy for a mean of 16.4 years, was presently an E-7 (38%) or E-6 (38%), and was in a third or later enlistment (87%). He had pushed three or four companies, and probably had not led a brigade company (only about 22% of company commanders have brigaded, and less than 10% have led more than one brigade company). He was most likely to come from the South (32%) or the Midwest (23%), and to have had a high-school diploma (58% had graduated from high school and an additional 12% had had some college). He was married (91% were currently married, only 4% had never been married), and for the most part (61%) his wife was happy he was in the Navy (only 5% felt their wives were unhappy they joined the Navy). He probably joined the Navy "for a secure position with promotions and favorable retirement benefits" (23%), because it provided an "opportunity for advanced education, professional, or technical skills" (20%), or "for travel, adventure, and new experience" (18%). He was most likely to have become a career petty officer because of "retirement benefits and the opportunity to retire after 20 years of service" (50%). He felt (63%) that career opportunities in the Navy were better than in civilian life (only 1% felt the opposite was true), and preferred living in the civilian community (49%) or among military people off base (21%). Only 2% would like to live among military people on base. He probably does not have a full or part-time civilian job (28% did have civilian jobs), and was most likely ordered to his present assignment (56%). Only 21% had volunteered for their duty as a company commander.

While the above profile holds pretty well for all company commanders, there were some important differences between those company commanders who were judged above average (AA) and those judged below average (BA). The above average company commanders have spent less time in the Navy (AA=14.8 mean years, A=16.4 mean years, BA=18.0 mean years), but have pushed more companies (mean number of companies pushed was AA=4.4, A=3.8, BA=2.8), and not unexpectedly, they were more likely to have had led a brigade company (AA=59%, A=13%, BA=0%). They were more likely to believe their wives were happy with their careers (AA=73%, A=58%, BA=55%), they were less likely to have become career petty officers because of retirement benefits and retirement opportunities (AA=27%, A=68%, BA=41%), and they were more likely to believe that career opportunities in the Navy were better than in civilian life (AA=82%, A=61%, BA=50%).

GENERAL ATTITUDES. These measures were the traditional type of attitude toward a general concept as measured by the Semantic Differential technique.

Generally speaking, most company commanders positively evaluated "Today's Navy" (79% favorable, 6% neutral, and 13% unfavorable), and the majority (60%) liked "Being a company commander" and felt that "Pushing a company" was a good thing (59%). In contrast, only 46% positively evaluated "Trying to brigade" (21% negatively evaluated this behavior), and only 37% had favorable attitudes toward "New recruits" (29% had unfavorable attitudes). Not surprisingly, significant differences in attitude between the three groups of company commanders (i.e., AA, A, and BA) were obtained with respect to some of the concepts. While all company commanders were similar with respect to their attitude toward "Today's Navy" and "New Recruits," the company commanders considered to be above average had significantly (χ^2, df=4, $p < .05$) more favorable attitudes toward "Being a company commander," "Trying to brigade," and "Pushing a company" than did those company commanders who were considered below average. Table 1 shows the percent of company commanders in each group with favorable (+), unfavorable (-), and neutral (0) attitudes toward each concept.

TABLE 1. PERCENTAGE OF COMPANY COMMANDERS, BY GROUPS, WITH FAVORABLE (+), NEUTRAL (0), AND UNFAVORABLE (-) ATTITUDES

Group	Being a Company Commander			Attitude Toward Trying to Brigade			Pushing a Company		
	+	0	-	+	0	-	+	0	-
AA	77	14	9	77	18	5	77	14	9
A	66	10	24	42	21	37	60	8	32
BA	32	32	36	23	59	18	36	32	32
Total	60	17	23	46	30	21	59	16	26

In interpreting these data, it is necessary to remember that no inferences about causality can be shown. That is, it's just as reasonable to assume that above-average company commanders have more favorable attitudes because they have been successful, as to assume that they have been successful because they have more favorable attitudes.

PAST BEHAVIOR. It should be noted that an attempt was made to select behaviors on which company commanders' performance or nonperformance would differ.

Table 2, which shows the percent of company commanders who reported that they performed each of the 35 behaviors, suggests that we were successful in identifying a set of behaviors that were differentially performed. Only one behavior (#34) was performed by over 90% of the company commanders (92% had disciplined recruits in front of the whole company) and only two behaviors (#8, #15) had been performed by less than 10% of the company commanders (3% had allowed recruits to finish fights they start among themselves and 9% had told their company to ignore a recruit as a form of discipline). Twenty-four of the behaviors were performed by between 25% and 75% of the company commanders.

Despite this wide variation in performance, very few of these behaviors were differentially associated with the three company commander groups (AA, A, and BA). In other words, most behaviors were equally likely to be performed by company commanders who were judged to be below average as those judged to be above average. In fact, only 8 behaviors seem to provide some insight into the differences between above- and below-average company commanders. As can be seen in table 3, above-average company commanders were more likely than the below-average group to have (1) told their companies they expected them to brigade, (2) attended smokers where one of their recruits was fighting, and (3) told their recruits they don't believe in setting back. Similarly, above-average company commanders were less likely than below-average company commanders to (1) ask other company commanders for help with disciplinary problems or (2) ask other company commanders for help in teaching infantry," to have (3) immediately fired a recruit P.O. who exceeded his authority, to have (4) selected a setback as his RCPO, or to have (5) told his company that brigading was not important. As can be seen in table 3, however, only 2 of these differences (those concerning telling recruits about brigading) were significant (χ^2, df=4, $p < .05$).

TABLE 2. PERCENTAGE OF COMPANY COMMANDERS' SELF-REPORT OF PERFORMING EACH BEHAVIOR, INTENDING TO PERFORM EACH BEHAVIOR, AND EVALUATING EACH BEHAVIOR AS GOOD OR BAD

	% performing behavior	% intend	% don't know	% do not intend	% evaluating behavior as good	% evaluating behavior as neutral	% evaluating behavior as bad
1. Asked other CC for help w/discipline problems.	55	46	16	38	48	7	45
2. Immediately fired recruit PO who exceeded authority	46	44	22	34	42	10	48
3. Selected "setback" as RCPO	34	17	30	53	12	40	48
4. Told company I expect them to brigade	35	41	20	39	40	24	36
5. Taken phone privileges as form of discipline	78	62	13	25	68	10	22
6. Pre-checked lockers prior to inspection	85	79	5	16	77	5	78
7. Been ahead schedule in teaching IG lessons	69	65	18	17	78	13	9
8. Allowed recruits to finish fights among themselves	3	4	4	92	4	6	90
9. Asked other CC to inspect company during primary training	81	76	4	20	81	10	9
10. Selected toughest recruit for master-at-arms	26	18	23	59	16	46	38
11. Attended all smokers where my recruits fight	50	48	17	35	75	21	4
12. Used "Marching thru Ga." as discipline	47	34	20	46	46	15	39

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TABLE 2. PERCENTAGE OF COMPANY COMMANDERS' SELF-REPORT OF PERFORMING EACH BEHAVIOR, INTENDING TO PERFORM EACH BEHAVIOR, AND EVALUATING EACH BEHAVIOR AS GOOD OR BAD (cont.)

	% performing behavior	intend	% don't know	do not intend	% evaluating behavior as good	neutral	bad
13. Punished whole company if 3 recruits lost points in locker inspection	26	14	7	79	16	9	75
14. Punished whole company if 3 recruits lost points in personal inspection	26	15	6	79	18	6	76
15. Told company to ignore recruit as form of discipline	9	7	11	82	7	6	87
16. Told recruits I don't believe in "setting back"	20	28	12	60	22	10	68
17. Faked beating with recruit to scare company	23	22	11	67	23	11	66
18. Allowed POs to give PT as form of discipline	58	44	8	48	51	5	44
19. Backed up recruit PO when exceeded authority	51	40	17	43	39	20	41
20. Asked other CC to help teach infantry	61	59	14	27	63	9	28
21. Selected some recruit officers at R & O	82	61	28	11	67	26	7
22. Used Sunday p.m. for infantry drill after "crossing the bridge"	65	56	20	24	53	18	29
23. Allowed company to use "cheating gear"	69	21	28	51	20	18	62
24. Attended most instructor-conducted classes	55	45	20	35	59	29	12

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TABLE 2. PERCENTAGE OF COMPANY COMMANDERS' SELF-REPORT OF PERFORMING EACH BEHAVIOR, INTENDING TO PERFORM EACH BEHAVIOR, AND EVALUATING EACH BEHAVIOR AS GOOD OR BAD (cont.)

	% performing behavior	intend	% don't know	do not intend	% evaluating behavior as good	neutral	bad
25. Allowed EPO to handle most questions after TV classes	62	56	13	31	49	17	34
26. Set aside time each week for recruits' problems	32	39	13	48	48	24	28
27. Been out of barracks by 1800 after "crossing the bridge"	70	66	16	18	77	20	3
28. Required company to study for tests 45 minutes each night	89	91	4	5	97	2	1
29. Been in barracks at reveille after "crossing the bridge"	51	50	13	37	35	20	45
30. Had more than 2 EPOs in company	74	64	20	16	75	20	5
31. Pre-inspected company on evaluation day	89	80	9	11	81	7	12
32. Told company brigading not important	39	30	20	50	21	28	51
33. Tried to "hide" recruit who'd cost company points	34	16	13	71	10	6	84
34. Disciplined recruit in front of company	92	73	10	17	69	9	22
35. Learned names of every member of company	38	53	12	35	59	21	20

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TABLE 3. PERCENTAGE BY GROUP OF COMPANY COMMANDERS' SELF-REPORT OF PERFORMING EACH BEHAVIOR

Item Number	Behavior	AA	A	BA
1.	Asked other company commander for help with discipline problems	36	58	68
2.	Immediately fired recruit petty officers who exceeded their authority	36	45	59
3.	Selected "setback" as RCPO	18	29	55
4.	Told company I expect them to brigade	63	26	14 *
11.	Attended all smokers where my recruits fight	68	39	41
16.	Told recruits I don't believe in "setting back"	27	21	9
20.	Asked other company commanders to help teach infantry	36	71	68
32.	Told company brigading is not important	5	50	50 *

* Differences between groups is significant at .05 level, χ^2, df=4.

BEHAVIORAL INTENTIONS. Perhaps more important than what they have done in the past are the company commanders' intentions to perform each of these behaviors in the future.

Table 2 also indicates that we were successful in selecting behaviors which company commanders differentially intended to perform. Once again, however, we found relatively few intentions which clearly discriminated between company commanders judged to be above average and those judged to be below average. Although only 2 intentions reached acceptable levels of significance, table 4 shows the 10 intentions which tended to discriminate among the three groups of company commanders.

In table 4 it can be seen that in contrast to below-average company commanders, above-average company commanders intended to (1) tell their companies they expected them to brigade, and (2) to attend smokers. Further, they did not intend to (1) tell their companies that brigading

was not important, (2) to ask other company commanders for help with disciplinary problems or in teaching infantry, (3) to immediately fire recruit petty officers who exceeded their authority, (4) to select a setback as their RCPO, or (5) to select the toughest-looking recruit as their master-at-arms. Finally, they were more likely to intend not to take away phone privileges or use Sunday afternoons for infantry drills than were the below-average company commanders.

TABLE 4. PERCENTAGE BY GROUP OF COMPANY COMMANDERS' SELF-REPORT OF INTENTIONS TO PERFORM AND NOT PERFORM EACH BEHAVIOR

Item Number	Behavior	Groups AA Intend	AA Not Intend	A Intend	A Not Intend	BA Intend	BA Not Intend
1.	Asked other CC for help w/discipline problems	41	50	45	37	55	27
2.	Immediately fired recruit PO who exceeded authority	27	50	47	32	54	23
3.	Selected "setback" as RCPO	14	68	16	32	23	36
4. *	Told company I expect them to brigade	64	18	37	50	27	41
5.	Taken phone privileges as form of discipline	55	36	63	21	68	18
10.	Selected toughest recruit for master-at-arms	14	72	18	58	23	45
11.	Attended all smokers where my recruits fight	68	23	42	37	36	46
20.	Asked other CC to help teach infantry	46	45	61	26	68	9
22.*	Used Sun. p.m. for infantry drill after "crossing bridge"	55	27	53	37	64	0
32.	Told company brigading not important	23	63	32	50	36	37

* Difference significant at less than .05 level, χ^2, df = 4.

It's worth noting that these differences in intentions between the three groups closely parallel the differences found with respect to past behaviors (see table 3). This finding was not surprising since it has long been recognized that one of the best predictors of future performance is past behavior. Consistent with this, the mean correlation (using Fisher's r to Z transformation) between past behavior and intentions was .587. While this indicated that company commanders did largely intend to perform behaviors in the future which they had performed in the past, the relationship was by no means perfect. For example, although 69% of the company commanders had allowed their companies to use "cheating gear" in the past, only 21% intended to do so in the future. Similarly, while only 38% of the company commanders had learned the names or nicknames of every member of their past companies, 53% intended to do so with future companies. Other differences can be seen in table 2.

ATTITUDE TOWARD PERFORMING THE BEHAVIORS.

The evaluation of the behaviors are also presented in table 2. Once again it can be seen that the company commanders differed greatly in their evaluations of each of the behaviors. For example, while 42% of the company commanders thought that "immediately firing a recruit PO who exceeds his authority" was a good thing, 48% thought it was a bad thing to do. It's important to note that company commanders' attitudes toward performing these behaviors were strongly related to their intentions to perform these behaviors (the average correlation for this relationship was .620); that is, in general, company commanders intended to perform behaviors they evaluated positively, and they did not intend to perform those behaviors which they evaluated negatively. Here too, however, the relationship was by no means perfect. For example, although 75% of the company commanders thought that "attending all smokers where one of my recruits was fighting" was a good thing, only 48% intended to perform this behavior in the future.

While there were some differences in the attitudes of the three groups of company commanders, very few were significant, and they largely paralleled the differences previously reported with respect to behaviors and intentions. For example, above-average company commanders were more likely to think that "telling my company I expect them to brigade" was a good thing (59%) than the average (37%) or below-average (27%) company commanders.

The mean responses for observed behaviors (OB), behavioral intentions (BI), and attitudes toward the behavior (A_{act}) is presented in Appendix B by groups for each of the 35 behaviors. The mean results showed the same patterns as the percentage results discussed above.

NORMATIVE BELIEFS.

In addition to an individual's attitude toward a behavior, his normative beliefs (i.e., his beliefs about the expectations of relevant others) are also expected to influence his intentions. Table 5 presents the percentages of the company commanders' normative beliefs about the expectations of three relevant others: (1) other company commanders they respect, (2) the Military Training Officer (MTO), and (3) the commanding officer (CO) for recruit training. (Appendix C presents the mean values for the same sets of normative beliefs.)

Three major problems were identified in table 5. First, with respect to many behaviors, a large proportion of company commanders did not know what a given referent expected of them. Second, in many cases there was considerable disagreement among the company commanders with respect to a given referent. For example, 35% of the company commanders believed the CO thought they should "be ahead of schedule in teaching IG lessons," while 40% believed the CO thought they should not. Third, and perhaps most important, many company commanders believed they were under conflicting pressures. For example, 69% believed that other company commanders they respected thought they should "use Sunday afternoons for infantry drill after crossing the bridge," and at the same time 66% believed that the CO thought they should not.

These differences in perceptions of the expectations of the three referents can be seen most clearly when one looks at the relationships among the beliefs about the referents' expectations. While there was a moderate relationship between the perceived expectations of "other company commanders" and the MTO (mean correlation = .470), and a moderate to strong relationship between the perceived expectations of the MTO and the CO (mean correlation = .571), there was a low relationship between the perceived expectations of "other company commanders" and the CO (mean correlation = .292). That is, other company commanders were viewed as holding expectations that were somewhat related to those of the MTO, the MTO was seen as holding expectations which were somewhat related to those of the CO, but the company commanders saw relatively little similarity in the expectations of other company commanders and the CO. To put this somewhat differently, the more discrepant the referents were in terms of their location in the chain of command, the less similar they were seen to be in terms of their expectations about how a company commander should behave.

Not too surprisingly, the company commanders tended to resolve this conflict by placing more weight on the expectations of those referents that were closest to them in the chain of command. That is, the company commanders' intentions were closely related to the expectations of other company commanders (mean correlation = .446) than they were to the expectations of the MTO (mean correlation = .303) or the CO (mean correlation = .201).

TABLE 5. PERCENTAGE OF COMPANY COMMANDERS PERCEIVING THAT OTHER COMPANY COMMANDERS (CC), THE MILITARY TRAINING OFFICER (MTO), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING THINK THEY SHOULD OR SHOULD NOT PERFORM EACH OF THE BEHAVIORS

	Other CCs			MTO			CO		
	should	don't know	should not	should	don't know	should not	should	don't know	should not
1. Asked other CC for help with discipline problems	48	18	34	61	13	26	54	21	26
2. Immediately fired recruit PO who exceeded authority	49	18	34	51	22	27	49	23	28
3. Selected "setback" as RCPO	17	44	39	20	59	21	15	69	16
4. Told company I expect them to brigade	58	18	24	52	24	24	39	29	32
5. Taken phone privileges as form of discipline	76	13	11	52	20	28	28	16	56
6. Pre-checked lockers prior to inspection	88	2	10	60	18	22	45	18	37
7. Been ahead schedule in teaching IG lessons	70	21	9	50	26	24	35	24	40
8. Allowed recruits finish fights among themselves	10	16	74	4	13	83	1	10	89
9. Asked other CC inspect company during primary training	85	9	6	72	20	8	62	23	13
10. Selected toughest recruit for master-at-arms	42	29	29	13	45	42	7	42	51
11. Attended all smokers where my recruits fight	65	30	5	60	29	11	73	21	6
12. Used "Marching thru Georgia" as discipline	61	17	22	20	23	57	9	17	74

TABLE 5. PERCENTAGE OF COMPANY COMMANDERS PERCEIVING THAT OTHER COMPANY COMMANDERS (CC), THE MILITARY TRAINING OFFICER (MTO), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING THINK THEY SHOULD OR SHOULD NOT PERFORM EACH OF THE BEHAVIORS (cont.)

	Other CCs			MTO			CO		
	should	don't know	should not	should	don't know	should not	should	don't know	should not
13. Punished whole company if 3 recruits lost points in locker inspection	28	13	59	11	15	74	7	6	87
14. Punished whole company if 3 recruits lost points in personal inspection	26	13	61	10	15	75	6	6	88
15. Told company to ignore recruits as form of discipline	17	23	60	7	17	76	5	12	83
16. Told recruits I don't believe in "setting back"	34	12	54	17	20	63	17	23	60
17. Faked beating with recruit to scare company	33	16	51	12	18	70	2	9	89
18. Allowed POs to give physical training as form of discipline	48	16	36	13	11	76	7	14	79
19. Backed up recruit PO when he exceeded authority	41	22	37	20	23	57	15	25	60
20. Asked other CC to help teach infantry	68	9	23	72	6	22	64	18	18
21. Selected some recruit officers at R&O	63	27	10	45	43	12	39	54	7
22. Used Sunday p.m. for infantry drill after "crossing the bridge"	69	15	16	25	20	55	13	21	66
23. Allowed company to use "cheating gear"	48	22	30	11	7	82	5	6	89

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TABLE 5. PERCENTAGE OF COMPANY COMMANDERS PERCEIVING THAT OTHER COMPANY COMMANDERS (CC), THE MILITARY TRAINING OFFICER (MTO), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING THINK THEY SHOULD OR SHOULD NOT PERFORM EACH OF THE BEHAVIORS (cont.)

	Other CCs			MTO			CO		
	should	don't know	should not	should	don't know	should not	should	don't know	should not
24. Attended most instructor-conducted classes	39	29	32	69	11	20	77	13	10
25. Allowed EPO to handle most questions after TV classes	57	20	23	24	18	56	20	21	59
26. Set aside time each week for recruits' problems	43	28	29	48	30	22	61	18	21
27. Out of barracks by 1800 after "crossing the bridge"	64	15	21	90	5	6	87	9	4
28. Required company to study for tests 45 minutes each night	93	5	2	96	4	0	95	5	0
29. Been in barracks at reveille after "crossing the bridge"	43	21	36	27	12	61	21	16	63
30. Had more than 2 EPOs in company	68	21	11	49	28	23	43	40	17
31. Pre-inspected company on evaluation day	90	4	6	69	10	21	51	20	29
32. Told company brigading not important	27	14	59	29	23	48	23	34	43
33. Tried to "hide" recruit who'd cost company points	33	16	51	9	10	81	6	6	88
34. Disciplined recruits in front of companyq	70	15	15	39	28	33	21	26	53
35. Learned names of every member of company	45	26	29	50	12	28	59	19	22

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Although there were, again, a few differences between the three groups of company commanders (AA, A, BA) with respect to their perceptions of what particular referents thought they should or should not do, these differences were similar to those found with respect to behaviors, intentions and attitudes, and were relatively minor in contrast to the differences outlined above.

OPINION QUESTIONS.

The final part of the questionnaire attempted to assess the company commanders' beliefs or opinions about various aspects of recruit training (Questions 1-30) and their jobs as company commanders (Questions 31-50). Table 6 shows the percentage of company commanders agreeing or disagreeing with each statement. (Appendix D presents the mean values and F ratios for these questions by groups.)

In table 6 it can be seen that company commanders differed widely in their recruit training philosophies and in their satisfaction with their jobs. For example, while 51% believed that "the tougher I act the better my company does," 33% believed that this was not true. Similarly, while 41% were "satisfied with the way I get feedback about my work as a company commander," 38% were not satisfied.

In contrast to most of our previous findings, large and significant differences between the three groups of company commanders were found with respect to many of these opinion items. These differences can be summarized as follows:

a. The above-average company commanders were less likely to believe that politics were involved in selecting the brigade company (Q 31), or that the best company didn't brigade (Q 14 and Q 11) than did average or below-average company commanders. At the same time the AA group was more likely to believe that it was important to brigade (Q 29) and that men in a brigade company did better in the fleet (Q 17).

b. Above-average company commanders believed they had to be "tougher" with recruits than did the A or BA company commanders (Q 6, 12, 16).

c. Above-average company commanders were more satisfied with their jobs (e.g., Q 32, 35, 36, 38) and felt less need to reorganize the work involved (e.g., Q 41, 42, 43, 45, 48) than the average or below-average company commander.

Once again, however, a cautionary note must be added. Just as was the case in discussing general attitudes, it is not clear whether these opinions are a result of being successful in the past, or if they are factors that have contributed to the success of the above-average group.

TABLE 6. PERCENTAGE OF COMPANY COMMANDER RESPONSES FOR OPINION QUESTIONS

A. Recruit Training Questions	Agree				Neither				Disagree			
	AA	A	BA	Total	AA	A	BA	Total	AA	A	BA	Total
1. M.E.D. inspectors fair and impartial in evaluations	46	60	27	48	18	3	14	10	36	37	59	42
2. I feel whole company (co) would benefit if I could take a wiseguy out behind barracks	64	58	45	56	14	16	23	17	22	26	32	27
3. If I only win one flag, I'd want athletic flag	9	8	23	12	32	58	41	46	59	34	36	42
4. Way things are run now, recruit training a summer camp for kids	68	63	64	65	5	8	4	6	27	29	32	29
5. I don't mind bending rules a little when I think it will help my company in competition	68	47	41	51	18	13	9	13	14	40	50	36
6. Tougher I act, better my company does	55	55	36	50	9	8	41	17	36	37	23	33
7. Instructors of group dynamics should alert CCs to problems observed in class	77	92	86	87	14	2	5	6	9	6	9	7
8. When RCPO fired, should be transferred to another company	54	58	64	59	14	10	23	15	32	32	13	26
9. I feel my training affects a man all his life, not just during Navy career	77	95	91	89	14	5	5	7	9	0	4	4
10. Generally I want to do what MTO thinks I should do	82	84	68	79	14	11	27	16	4	5	5	5
11. Best company doesn't always brigade	77	97	86	89	9	3	9	6	14	0	5	5

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TABLE 6. PERCENTAGE OF COMPANY COMMANDER RESPONSES FOR OPINION QUESTIONS (cont.)

	Agree				Neither				Disagree			
	AA	A	BA	Total	AA	A	BA	Total	AA	A	BA	Total
12. If I were able to discipline recruits same as own children, I'd turn out better companies	50	58	68	59	32	34	32	28	18	18	0	13
13. If only win one flag I'd want military	50	31	23	34	32	45	50	43	18	24	27	23
14. Even if my company was best, I wouldn't win the competition	18	32	50	33	32	31	41	34	50	37	9	33
15. Must be tougher with setbacks than with other recruits	23	26	18	23	27	32	46	34	50	42	36	43
16. Worse if man loses the co points in personal inspection than bag or locker inspection	14	24	18	19	32	29	55	37	54	47	27	44
17. Men in co that brigades are better in fleet than men in co that doesn't brigade	14	18	0	12	45	3	18	18	41	79	82	70
18. Generally I want to do what CO for recruit training thinks I should	68	76	64	71	18	13	27	18	14	11	9	11
19. If 60 men in company, every minute with one man is wasted 59 minutes	14	21	14	17	27	13	36	23	59	66	50	60
20. The more flags I win, the better job I'm doing	45	13	14	22	18	8	18	13	37	79	68	65
21. If I only win one flag, I'd want to win the academic flag	23	50	55	44	45	39	41	41	32	11	4	15

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TABLE 6. PERCENTAGE OF COMPANY COMMANDER RESPONSES FOR OPINION QUESTIONS (cont.)

		Agree				Neither				Disagree			
		AA	A	BA	Total	AA	A	BA	Total	AA	A	BA	Total
22.	First comes fear, then respect	50	45	36	44	18	8	14	12	32	47	50	44
23.	All I want a recruit to do is try his best	86	100	100	96	5	0	0	1	9	0	0	3
24.	What my company does reflects on me	73	92	86	85	4	3	9	5	23	5	5	10
25.	If company loses lot of points it means I've done a lousy job	77	58	36	57	5	8	27	12	18	34	37	31
26.	I feel w/some recruits a kick in butt more effective than marching party	77	92	91	88	5	3	4	4	18	5	5	8
27.	A good CC feels he can brigade every time he pushes a company	68	47	18	45	9	24	36	23	23	29	46	32
28.	During first days of training, best way to motivate co is thru fear	59	61	45	56	18	8	18	13	23	31	37	31
29.	Important to me to brigade my co	68	24	4	30	14	16	23	17	18	60	73	53
30.	Too many politics involved in selecting co that brigades	36	68	82	63	18	11	9	12	46	21	9	25
B.	Job Satisfaction												
31.	Many things I do as CC checked unnecessarily by supervisors	32	32	59	39	27	29	32	29	41	39	9	32
32.	I like actual work in being CC	73	66	55	65	9	5	18	10	18	29	27	25

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TABLE 6. PERCENTAGE OF COMPANY COMMANDER RESPONSES FOR OPINION QUESTIONS (cont.)

		Agree				Neither				Disagree			
		AA	A	BA	Total	AA	A	BA	Total	AA	A	BA	Total
33.	One good thing being CC is deciding how to do own work	77	63	32	59	14	5	27	13	9	32	41	28
34.	I get enough info about how I'm doing in work as CC to allow me to correct errors and improve performance	59	71	50	62	27	8	14	15	14	21	36	23
35.	My work as CC interesting enough to talk about it w/people not involved	82	79	64	76	4	10	9	9	14	11	27	15
36.	Being CC is job that allows me continually learn something worthwhile	68	63	55	62	9	18	23	17	23	19	22	21
37.	More companies I push, the more boring CC becomes	14	13	23	16	18	13	27	18	68	74	50	66
38.	I feel satisfied about way I get feedback about CC work	41	45	36	41	23	21	18	21	36	34	46	38
39.	Effort to do job as CC not worth it	23	13	27	20	9	16	5	11	68	71	68	69
40.	Being CC won't affect anything in the long run	9	8	9	9	14	8	18	12	77	84	73	79
41.	Could accomplish more as CC if more freedom to determine how accomplish objectives	55	58	68	60	23	29	23	26	22	13	9	14
42.	Parts of CC's job really don't make sense	55	68	68	65	14	21	23	20	31	11	9	15

TABLE 6. PERCENTAGE OF COMPANY COMMANDER RESPONSES FOR OPINION QUESTIONS (cont.)

		Agree				Neither				Disagree			
		AA	A	BA	Total	AA	A	BA	Total	AA	A	BA	Total
43.	If I could reorganize work as CC, I could do job more effectively	32	34	36	34	45	37	59	45	23	29	5	21
44.	I often feel a cog in machinery and what I do doesn't matter much	32	26	41	32	9	18	14	15	59	56	45	53
45.	When pushing Co I often feel I waste my time because work is badly organized	18	21	55	29	14	26	18	21	68	53	27	50
46.	When pushing Co I'm usually able to arrange own schedule w/regard to when things are done	68	58	32	54	9	8	18	11	23	34	50	35
47.	Often feel trying to do my job as CC better gets me nowhere	23	34	36	32	4	16	32	17	73	50	32	51
48.	When pushing a Co I often wish more freedom in work	73	66	77	71	23	11	18	16	4	23	5	13
49.	Actual work in being CC often distasteful to me	9	42	45	34	5	18	18	15	86	40	37	51
50.	Being CC is marking time--time on a temporary job	14	11	23	15	9	8	4	7	77	81	73	78

Note: Those questions in which the statement number is underlined (e.g., 6.) show a significant degree of association (χ^2, df = 4, $p<.05$) between group classification and response category.

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To summarize briefly, the data discussed in this section indicated that, consistent with expectations, there were enormous variations in the ways that different company commanders have performed their jobs in the past and the way they intend to perform them in the future. The company commanders also differed greatly in their evaluations of specific behaviors and in their perceptions about the way relevant referents think they should perform. Although significant differences between company commanders judged to be above and below average did exist, these differences tended to be mainly in their general attitudes and opinions. There were, however, a few behaviors that tended to discriminate between the above- and below-average company commanders.

SECTION IV

ANALYSIS OF THEORETICAL ASSUMPTIONS

In addition to the summary analyses described above, several other analyses were conducted to test the theoretical assumptions concerning the relationships of attitudes and normative beliefs to the prediction of behavioral intentions. A principal components analysis with a varimax rotation was performed on the 35 behavioral intentions and on the 50 opinion items to determine the underlying dimensions of these measures.

As can be seen in table 7, seven factors for the behavioral intentions were specified which accounted for 51% of the total variance. The factor loadings associated with each statement indicate the correlation between the statement and the specified factor. These values can range between -1.00 and +1.00 and can be interpreted in a similar fashion as the correlation coefficient. A negative value indicates that the statement is negatively related to the factor specified. For instance, looking at Factor V in table 7, one can see that the intentions of "attending most instructor-conducted classes" and "setting aside time each week for recruit problems" are positively related to the factor specified. The intention of "taking away phone privileges as a form of discipline" is also related to the factor but in an inverse relationship, i.e., respondents indicated that they would not take away phone privileges and that they would attend most instructor-conducted classes and set aside time for recruit problems. The grouping of these three statements into one factor indicates an underlying dimension of concern for recruits.

Table 8 presents the eight factors (which accounted for 54% of the total variance) for the set of 50 opinion items. In dealing with these measures (behavioral intentions and opinions) the factors can now be utilized in lieu of the entire set of separate questions.

Consistent with our expectations, we found that company commanders' attitudes toward "Today's Navy," "New Recruits," "Being a Company Commander," "Pushing a Company," and "Trying to Brigade" were generally unrelated to their past behavior (see table 9) or their intentions of future behavior (see table 10). Thus, for example, knowledge of a company commander's attitude toward "Today's Navy" does not permit accurate prediction of whether he has or has not performed any of the 35 behaviors (e.g., the mean correlation of the absolute values of the coefficients between attitude toward "Today's Navy" and self-reported past behavior was .128) or whether he does or does not intend to perform any of these behaviors in the future (for example, the mean correlation of the absolute values of the coefficients between attitude toward "Today's Navy" and "future intentions" was .130).

TABLE 7. BEHAVIORAL INTENTIONS PRINCIPAL COMPONENTS (ROTATED) ANALYSIS

Factor Loading	
	Factor I - Company Punishment and Beating the System
.81	Punish whole company if 3 recruits lost points in locker inspection
.80	Punish whole company if 3 recruits lost points in personal inspection
.54	Allow recruits to finish fights among themselves
.54	Fake a beating with a recruit to scare company
.44	Try to "hide" recruit who would cost company points
.42	Allow company to use "cheating gear"
	Factor II - Dependence on Others
.79	Ask other company commanders to help teach infantry
.77	Ask other company commanders for help with disciplinary problems.
.60	Select "setback" as RCPO
.59	Ask other CC to inspect company during primary training
.44	Immediately fire recruit PO who exceeds authority
.42	Requires company to study for tests 45 minutes each night
	Factor III - Benevolent Supervision
.69	Be out of barracks by 1800 after "crossing bridge"
.67	Pre-inspect company on evaluation day
.60	Pre-check lockers prior to inspection
.55	Attend all smokers where my recruits are fighting
.41	Require company to study for tests 45 minutes each night

TABLE 7. BEHAVIORAL INTENTIONS
PRINCIPAL COMPONENTS (ROTATED) ANALYSIS (cont.)

Factor Loading	
	Factor IV - Use of Recruit Petty Officers
.78	Back up recruit petty officer (PO) when he exceeds authority
.63	Allow petty officers to give PT as form of discipline
.52	Have more than 2 educational petty officers (EPO) in company
.51	Discipline recruits in front of company
.45	Tell recruits I don't believe in "setting back"
	Factor V - Concern for Recruits
.66	Attend most instructor-conducted classes
-.57	Take away phone privileges as a form of discipline
.55	Set aside time each week for recruit problems
	Factor VI - Academic Procedures
-.70	Allow EPO to handle most questions after TV class
.60	Learn names of every member of company
.53	Be ahead of schedule in teaching IG lessons
	Factor VII - Competition and Company Organization
-.63	Tell company I expect them to brigade
.51	Tell company brigading is not important
.50	Select some recruit officers at R & O
-.44	Be in barracks at reveille after "crossing bridge"
.41	Select toughest recruit for master-at-arms
-.41	Fake beating with recruit to scare company

TABLE 8. OPINION ITEMS PRINCIPAL COMPONENTS (ROTATED) ANALYSIS

Factor Loading	Factor I - Personal Dissatisfaction with Job
-.87	Being company commander is job that allows me to continually learn something worthwhile
-.81	My work as a company commander is interesting enough to talk about it with people not involved in recruit training
-.71	I like actual work in being a company commander
.71	The more companies I push, the more boring being a company commander becomes
.68	Being a company commander won't affect anything in the long run.
-.58	I feel satisfied about the way I get feedback about my work
.58	Being a company commander is marking time--time on temporary job
.58	I often feel trying to do my job as a company commander better gets me nowhere
.55	Effort to do my job as company commander is not worth it
.50	I often feel like a cog in machinery and what I do doesn't matter much
.48	Actual work in being a company commander is often distasteful to me

TABLE 8. OPINION ITEMS PRINCIPAL COMPONENTS (ROTATED) ANALYSIS (cont.)

Factor Loading	
	Factor II - Politics
.69	Even if my company were the best, I wouldn't win the competition
.65	Too many politics involved in selecting company that brigades
.56	Many things I do as company commander are checked unnecessarily by supervisors
.52	Best company doesn't always brigade
.48	If I were able to discipline recruits the same way as my own children, I'd turn out better companies
.48	If I can only win one flag I'd want it to be the academic flag
.41	If I can only win one flag I'd want it to be the athletic flag
.41	I feel my training affects a man all his life, not just during his Navy career
	Factor III - Toughness and Competition
.68	Tougher I act, better my company does
.66	It's important to me to brigade my company
.64	If I can only win one flag I'd want it to be the military flag
.62	Must be tougher with setbacks than with other recruits
.58	Men in company that brigades do better in the fleet than men in company that doesn't brigade
.50	The more flags I win, the better job I'm doing
.42	I don't mind beinding rules a little when I think it will help my company in the competition

TABLE 8. OPINION ITEMS PRINCIPAL COMPONENTS (ROTATED) ANALYSIS (cont.)

Factor Loading	
	Factor IV - Dissatisfaction with Organization of Job
.79	If I could reorganize the work as a company commander I could do the job more effectively
.71	I could accomplish more as a company commander if I had more freedom to determine how to accomplish my objectives
.57	Some parts of a company commander's job really do not make sense
.54	When pushing a company I often wish I had more freedom in my work
.49	Instructors of group dynamics should alert company commanders to problems observed in class
.47	When pushing a company I often feel I waste my time because work is badly organized
.46	I often feel like a cog in machine and what I do doesn't matter much
.46	I often feel trying to do my job as a company commander better gets me nowhere
-.42	Military Evaluation Department inspectors are fair and impartial in evaluations
	Factor V - Fear
.63	During first few days of training the best way to motivate a company is through fear
.54	First comes fear, then respect
.54	If there are 60 men in my company, every minute with one man is a wasted 59 minutes
.47	Putting in effort to do job well as a company commander is not worth it

TABLE 8. OPINION ITEMS PRINCIPAL COMPONENTS (ROTATED) ANALYSIS (cont.)

Factor Loading	
	Factor VI - Personal Freedom
.67	When pushing a company I'm usually able to arrange much of my own schedule with regard to when things are done
.62	I feel with some recruits a kick in the butt is more effective than a marching party
.58	Way things are run now, recruit training is like a summer camp for kids
.52	All I want is for a recruit to do is to try his best
.45	One good thing about being a company commander is that I decide how to do my own work
	Factor VII - Performance Reflection on Company Commander
.69	If company loses a lot of points it means I've done a lousy job
.65	What my company does reflects on me
-.58	I feel whole company would benefit if I could take wiseguy out behind barracks every now and then
-.51	When RCPO is fired he should be transferred to another company
-.46	I don't mind beinding the rules a little when I think it will help my company in the competition
	Factor VIII - Compliance
.83	Generally I want to do what Military Training Officer thinks I should do
.62	Generally I want to do what commanding officer for recruit training thinks I should do
.48	I feel my training affects a man all of his life, not just during Navy career

TABLE 9. PEARSON-PRODUCT MOMENT CORRELATION COEFFICIENTS FOR SELF-REPORT OF PAST BEHAVIORS AND GENERAL ATTITUDES

Past Behaviors	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
1. Asked other CC for help with disciplinary problems	-.067	.072	-.068	-.235	-.146
2. Immediately fired recruit PO who exceeded authority	.065	-.042	-.014	.001	.099
3. Selected "setback" as RCPO	.016	-.075	.084	.087	-.011
4. Told company I expect them to brigade	-.014	-.087	.209	.206	.044
5. Taken phone privileges as form of discipline	-.075	-.145	-.251	-.207	-.252
6. Pre-checked lockers prior to inspection	-.150	.024	-.010	.031	-.027
7. Been ahead schedule in teaching IG lessons	-.072	.012	.003	.023	-.039
8. Allowed recruits to finish fights among themselves	-.121	-.037	-.237	-.017	-.170
9. Asked other CC to inspect company during primary training	-.006	.122	-.038	-.000	-.070
10. Selected toughest recruit for master-at-arms	.088	-.186	-.064	-.111	-.149
11. Attended all smokers where my recruits were fighting	.185	.276	.391	.279	.428
12. Used "Marching thru Georgia" as discipline	-.182	-.119	-.162	-.095	-.182
13. Punished whole company if 3 recruits lost points in locker inspection	-.224	-.257	-.128	-.105	-.190
14. Punished whole company if 3 recruits lost points in personal inspection	-.219	-.269	-.131	-.079	-.199

TABLE 9. PEARSON-PRODUCT MOMENT CORRELATION COEFFICIENTS FOR SELF-REPORT OF PAST BEHAVIORS AND GENERAL ATTITUDES (cont.)

Past Behaviors	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
15. Told company to ignore recruit as form of discipline	.097	.089	-.032	.078	.024
16. Told recruits I don't believe in "setting back"	.069	.206	.222	.115	.255
17. Faked beating with recruit to scare company	-.296	-.068	-.028	.053	-.064
18. Allowed POs to give physical training as form of discipline	-.124	.043	-.146	-.051	-.143
19. Backed up recruit PO when exceeded authority	-.170	.047	-.058	-.064	-.062
20. Asked other CC to help teach infantry	.098	.123	-.108	-.212	-.115
21. Selected some recruit officers at R & O	-.289	-.256	-.229	-.253	-.194
22. Used Sun. p.m. for infantry drill after "crossing bridge"	-.141	-.050	-.071	-.014	-.024
23. Allowed company to use "cheating gear"	-.211	.124	.037	.098	-.007
24. Attended most instructor-conducted classes	.175	.086	.095	.082	.132
25. Allowed EPO to handle most questions after TV classes	-.123	-.065	-.075	-.141	-.006
26. Set aside time each week for recruit problems	-.016	.127	.091	.036	.029
27. Been out of barracks by 1800 after "crossing the bridge"	.171	.204	.192	.092	.233
28. Required company to study for tests at least 45 minutes each night	.040	.089	-.086	.096	-.030

TABLE 9. PEARSON-PRODUCT MOMENT CORRELATION COEFFICIENTS FOR SELF-REPORT OF PAST BEHAVIORS AND GENERAL ATTITUDES (cont.)

Past Behaviors	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
29. Been in barracks at reveille after "crossing the bridge"	-.174	-.045	-.089	-.040	-.070
30. Had more than 2 EPOs in company	.012	.174	.049	.091	.029
31. Pre-inspected company on evaluation day	-.004	.312	.192	.224	.208
32. Told company brigading is not important	-.044	-.084	-.160	-.225	-.085
33. Tried to "hide" recruit who'd cost company points	-.358	-.247	-.340	-.299	-.342
34. Disciplined recruit in front of company	-.159	-.179	-.211	-.114	-.229
35. Learned names of every member of my company	-.188	.122	-.008	-.043	-.105
Average Correlation	.128	.129	.125	.112	.127*

Note: N = 74, the correlation values underlined indicate $\rho \neq o$, $p < .05$.

* Average of absolute value of coefficient transformed by Fisher's r to Z.

TABLE 10. PREDICTIONS OF INTENTIONS FROM ATTITUDES TOWARDS BEHAVIORS (A_{act}), NORMATIVE BELIEFS ($\Sigma NB(MC)$), AND TRADITIONAL ATTITUDES AND EMPIRICAL REGRESSION WEIGHTS (w_o & w_1) FOR THEORETICAL MODEL AND MULTIPLE CORRELATION COEFFICIENT (R)

	Correlation with BI					Correlation with BI				
	A_{act}	$\Sigma NB(MC)$	w_o	w_1	R	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
1. Asked other CC for help w/discipline problems	.700	.562	.559	.272	.738	-.043	-.058	-.136	-.329	-.228
2. Immediately fired recruit PO who exceeded authority	.657	.268	.640	.052	.660	.082	.013	-.057	-.066	.009
3. Selected "setback" as RCPO	.584	.448	.482	.247	.626	.205	-.051	.019	-.098	-.092
4. Told company I expect them to brigade	.737	.437	.718	.034	.738	-.304	.060	.160	.181	.083
5. Taken phone privileges as form of discipline	.626	.506	.511	.179	.641	.111	-.022	-.176	-.108	-.136
6. Pre-checked lockers prior to inspection	.660	.184	.689	-.076	.664	-.093	.051	.023	.039	-.044
7. Been ahead schedule in teaching IG lessons	.550	.510	.380	.278	.592	-.256	-.174	-.083	-.094	-.161
8. Allowed recruits to finish fights among themselves	.444	.274	.397	.140	.463	-.101	-.107	.043	.116	.043
9. Asked other CC to inspect Co during primary training	.704	.517	.592	.282	.750	.017	.151	-.091	-.049	-.086
10. Selected toughest recruit for master-at-arms	.540	.333	.488	.121	.551	-.014	-.286	-.049	-.072	-.166

Note: N=74, underlined correlation values indicate that $\rho \neq o$, $p < .05$. For R values that are underlined, $p < .05$, df = 2/71.

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TABLE 10. PREDICTIONS OF INTENTIONS FROM ATTITUDES TOWARDS BEHAVIORS (A_{act}), NORMATIVE BELIEFS ($\Sigma NB(MC)$), AND TRADITIONAL ATTITUDES AND EMPIRICAL REGRESSION WEIGHTS (w_o & w_1) FOR THEORETICAL MODEL AND MULTIPLE CORRELATION COEFFICIENT(R) (cont.)

	Correlation with BI					Correlation with BI				
	A_{act}	$\Sigma NB(MC)$	w_o	w_1	R	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
11. Attended all smokers where my recruits fight	.491	.540	.228	.384	.565	.100	.127	.170	.171	.157
12. Used "Marching thru Ga." as discipline	.582	.400	.502	.207	.613	-.123	-.118	.022	-.0002	-.070
13. Punish whole company if 3 recruits lost points in locker inspection	.694	.537	.583	.181	.709	-.272	-.325	-.060	-.037	-.056
14. Punish whole company if 3 recruits lost points in personal inspection	.679	.479	.590	.173	.695	-.263	-.325	-.001	.030	-.009
15. Told company to ignore recruit as form of discip.	.632	.482	.521	.236	.666	-.146	-.033	.008	.068	.038
16. Told recruits I don't believe in "setting back"	.493	.558	.301	.421	.619	-.162	.076	.083	.058	.056
17. Faked beating with recruit to scare company	.671	.301	.662	.020	.671	-.409	-.234	-.120	.092	-.123
18. Allowed POs to give physical training as form of discipline	.784	.630	.625	.301	.824	-.169	.407	-.112	-.055	-.057
19. Backed up recruit PO when he exceeded authority	.672	.576	.515	.240	.696	-.240	.109	-.104	-.039	-.106

TABLE 10. PREDICTIONS OF INTENTIONS FROM ATTITUDES TOWARDS BEHAVIORS (A_{act}), NORMATIVE BELIEFS ($\Sigma NB(MC)$), AND TRADITIONAL ATTITUDES AND EMPIRICAL REGRESSION WEIGHTS (w_o & w_1) FOR THEORETICAL MODEL AND MULTIPLE CORRELATION COEFFICIENT (R) (cont.)

		Correlation with BI					Correlation with BI				
		A_{act}	$\Sigma NB(MC)$	w_o	w_1	R	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
20.	Asked other CC to help teach infantry	.632	.468	.594	.055	.634	.024	.070	-.202	-.312	-.240
21.	Selected some recruit officers at R & O	.633	.499	.558	.108	.638	-.065	-.064	-.188	-.184	-.232
22.	Used Sun. p.m. for infantry drill after "crossing bridge"	.679	.477	.582	.257	.720	-.224	-.048	-.218	-.148	-.157
23.	Allowed company to use "cheating gear"	.555	.165	.573	-.048	.556	-.219	.051	.124	.144	.038
24.	Attended most instructor-conducted classes	.579	.501	.438	.218	.603	.164	.230	.390	.326	.361
25.	Allowed EPO to handle most questions after TV classes	.758	.460	.704	.108	.764	-.038	-.040	.012	.040	.044
26.	Set aside time each week for recruits problems	.892	.581	.560	.189	.705	-.069	.088	.102	.048	.024
27.	Been out of barracks by 1800 after "crossing bridge"	.120	.110	.099	.086	.146	-.015	.212	.067	.131	.110
28.	Required company to study for tests at least 45 min. each night	.509	.231	.481	.117	.522	.007	.105	.020	-.038	.036
29.	Been in barracks at reveille after "crossing bridge"	.512	.318	.470	.085	.517	.501	.248	.217	.152	.245

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TABLE 10. PREDICTIONS OF INTENTIONS FROM ATTITUDES TOWARDS BEHAVIORS (A_{act}), NORMATIVE BELIEFS ($\Sigma NB(MC)$), AND TRADITIONAL ATTITUDES AND EMPIRICAL REGRESSION WEIGHTS (w_o & w_1) FOR THEORETICAL MODEL AND MULTIPLE CORRELATION COEFFICIENT (R) (cont.)

	Correlation with BI					Correlation with BI				
	A_{act}	$\Sigma NB(MC)$	w_o	w_1	R	Today's Navy	New Recruits	Being a CC	Trying to Brigade	Pushing a Company
30. Had more than 2 EPOs in company	.683	.534	.567	.192	.670	-.142	.185	.044	.169	.092
31. Pre-inspected company on evaluation day	.716	.434	.669	.091	.720	-.136	.192	.080	.134	.073
32. Told company brigading is not important	.584	.307	.550	.084	.589	.079	.005	.114	-.041	.108
33. Tried to "hide" recruit who'd cost company points	.685	.170	.689	-.015	.685	-.232	-.338	-.088	-.017	-.072
34. Disciplined recruit in front of company	.729	.472	.653	.155	.741	-.176	-.090	-.115	-.064	-.190
35. Learned names of every member of company	.747	.638	.643	.133	.752	.031	.071	.078	-.051	-.010
Average Correlation	.620	.426			.641	.130	.126	.103	.107	.108 *

* Average of absolute value of coefficient transformed by Fisher's r to Z.

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Prediction of behavioral intentions was no better when attitude and job satisfaction scores (based on responses to the last 50 items of the questionnaire) were considered (see table 11). That is, company commanders who were satisfied with their jobs did not intend to behave very differently from company commanders who were not satisfied (the mean correlation between satisfaction and intention was .15). While there were relatively few differences in the behaviors and intentions of the most effective and least effective company commanders (as categorized by the RTC staff), these two groups differed greatly in some of their general attitudes, recruit training philosophies, and feelings of job satisfaction (see table 12).

In contrast to the above results, and also consistent with our theoretical expectations, prior performance was significantly related to future intentions (mean correlation = .59). Even more importantly, a company commanders' intention to perform (or not perform) any given behavior was highly predictable from (1) his attitude (A_{act}) toward performing the behavior (mean correlation = .62) and (2) his beliefs that relvant others ($\Sigma NB(MC)$) think he should or should not perform the behavior (mean correlation = .43). The mean multiple correlation between these two predictors and intentions was .64 (see table 10 for individual multiple correlation coefficient for each behavior). Although company commanders' intentions to perform a given behavior were more closely related to the expectations of others close to them in the chain of command (i.e., other company commanders) than to referents that are higher up in the chain (i.e., the MTO or the Commanding Officer), this does vary somewhat across different behaviors and thus the best predictor is a composite score based on the perceived expectations of all three referents.

In line with the theoretical predictions of this approach, the relationship between general attitudes and behavioral intentions can be increased by adopting a multiple-act measure of the behavioral intentions. A multiple-act measure of the behavioral intentions is provided by the principal components analysis in which the individual 35 behavioral intentions are grouped into seven factors. One can now look at the relationship between measures of attitude and these multiple-act measures (i.e., the seven factors) rather than each separate behavioral intention (a single act measure). The correlations between the attitudes (i.e., general measures and the factors of the opinion items) and the factors of the behavioral intentions are presented in table 11. As one can see, there is a stronger relationship among these multiple-act measures than among the single-act measures presented in table 10. For a more detailed discussion of this issue, see Fishbein & Ajzen, 1974.[7]

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[7] Fishbein, M., & Ajzen, I. Attitudes towards objects as predictors of single and multiple behavioral criteria. Psychological Review, 1974, 81, 59-74.

TABLE 11. CORRELATIONS BETWEEN ATTITUDES AND BEHAVIORAL INTENTIONAL FACTOR SCORES

	Behavioral Intentions Factors						
	I	II	III	IV	V	VI	VII
Attitudes							
Today's Navy	-.390	.126	-.015	-.312	-.018	-.056	.135
New Recruits	-.359	.043	.207	.116	.211	-.035	-.129
Being a Company Commander	-.050	-.114	.143	-.088	.294	.002	-.119
Trying to Brigade	.037	-.238	.176	.006	.254	-.065	-.192
Pushing a Company	-.101	-.168	.116	-.085	.254	-.109	-.128
Opinion Item Factors							
I	-.045	.211	-.081	-.085	-.429	.059	.228
II	.055	.210	-.047	-.080	-.039	.036	.356
III	.314	-.111	.244	.101	.018	-.125	-.388
IV	-.125	.148	.087	-.113	-.240	.111	.179
V	.351	.078	.183	-.013	-.222	.052	-.184
VI	.306	-.302	.088	.080	-.060	-.081	.001
VII	.166	-.049	.276	-.109	-.047	.059	-.164
VIII	.190	-.018	.251	-.083	.173	-.068	.013

Note: Underlined correlation values indicate that $\rho \neq o$, $p < .05$.

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TABLE 12. MEANS AND OVERALL GROUP DIFFERENCES, BY GROUPS, ON TRADITIONAL ATTITUDE MEASURES, BEHAVIORAL INTENTION FACTORS, AND OPINION QUESTIONS FACTORS

	Means for Group			F
	AA	A	BA	
A. Attitude Measures				
Today's Navy	37.33	37.50	37.27	1
New Recruits	33.33	30.26	31.33	1
Being a Company Commander	41.05	34.58	30.61	5.258**
Trying to Brigade	40.50	32.44	29.27	5.883**
Pushing a Company	40.50	34.42	31.72	3.954*
B. Behavioral Intentions				
Factor I	15.66	13.97	14.61	1
II	17.28	21.57	25.05	6.175**
III	23.33	21.39	19.22	2.732
IV	22.22	20.15	22.83	1.216
V	11.50	10.89	10.83	1
VI	12.50	13.18	13.33	1
VII	20.66	26.02	26.66	5.624**
C. Opinion Items Factors				
Factor I	9.72	15.10	17.05	6.926**
II	26.27	32.78	36.72	11.810**
III	22.05	15.63	13.83	9.525**
IV	21.50	22.26	26.00	4.152*
V	14.94	13.82	12.88	1
VI	28.44	27.18	23.55	4.222*
VII	15.11	14.05	11.83	2.823
VIII	11.33	11.37	11.05	1

* $p < .05$, df = 2/81
** $p < .01$, df = 2/81

These findings indicate that, consistent with our initial expectations, changes in specific behaviors are not likely to result from even a successful change in company commanders' general attitudes, feelings of satisfaction, or overall (i.e., general) recruit training philosophies. Support for this position is indicated by the results reported in table 10. Thus, we know we don't want to develop programs directed at producing such changes (i.e., general attitudes or satisfaction) if our goal is to produce change in certain previously specified behaviors. However, we should be able to produce changes in specific behaviors by changing company commanders' attitudes toward the behavior in question and/or the perceptions of relevant others.

SECTION V

COMPANY COMMANDER EVALUATIONS

In seeking specific behaviors, and from our discussions with the staff at RTC, San Diego, the question of company commander evaluations was raised. The question of evaluations is directly linked to the concept of company commander effectiveness; in order to write a program of behavioral change training, the direction of the behavior change must be specified if one is to increase the effectiveness of the program user. This question of evaluation was also of concern to the company commanders themselves, as can be seen in their responses to the 50 opinion items (see table 6).

In order to obtain some idea of how these 82 company commanders were classified into the three groups of effectiveness, we performed a discriminant analysis on the factor scores of the seven factors of behavioral intentions and on the eight factors of the opinion items.

For the classification based on the behavioral intentions, two discriminant functions were specified. The first accounted for 80.5% of the variance and was found to be significant ($\chi^2 = 25.766$, df = 8, $p < .01$). The second function accounted for 19.5% of the variance and was not significant ($\chi^2 = 7.142$, df = 6, $p > .05$). The standardized discriminant weights for the first discriminant function were:

Factor	Weights
I	1.326
II	-4.695
III	2.674
IV	0.468
V	0.701
VI	-1.788
VII	-5.554

The group means on the first discriminant function were:

Group	Mean
AA	0.896
A	-0.170
BA	-0.586

Statistical classification based on discriminant analysis:

	Statistical Classification into Groups		
Assigned Groups	AA	A	BA
Group AA (N=19)	10	9	0
Group A (N=38)	5	29	4
Group BA (N=18)	1	11	6
	(N=16)	(N=49)	(N=10)

This procedure was used to designate the weights for each of the seven behavioral intentions factors which would maximally discriminate among the three previously formed groups (AA, A, BA). By using the obtained discriminant function, one can then, on the basis of statistical criterion, classify each individual into one of the three groups. As can be seen in the classification table above, the company commanders classified on the basis of the seven behavioral intentions factors fit fairly well into the groups which were specified by the RTC staff.

The classification based on the opinion items also specified two discriminant functions. The first function accounted for 92% of the variance and was significant ($\chi^2 = 46.705$, df = 9, $p < .01$). The second function accounted for 8% of the variance and was not significant ($\chi^2 = 5.435$, df = 7, $p > .05$). The standardized discriminant weights for the first discriminant function were:

Factor	Weights
I	2.638
II	5.279
III	-3.182
IV	0.945
V	-2.988
VI	-2.658
VII	-1.705
VIII	-0.711

The group means in the first discriminant function were:

Group	Mean
AA	-1.074
A	0.128
BA	0.864

Statistical classification based on discriminant analysis:

	Statistical Classification into Groups		
Assigned Groups	AA	A	BA
Group AA (N=19)	9	10	0
Group A (N=38)	3	28	7
Group BA (N=18)	0	8	10
	(N=12)	(N=46)	(N=17)

The classification of company commanders on the basis of the opinion items factors showed high agreement with the subjective classification done by the RTC staff. The above-average group members were, by our procedure, classified into the AA and A groups only. The average group, which was composed of company commanders of a wider range of effectiveness (some above average and some below average), was classified primarily into the A group, with a few individuals being classified into both the AA and BA groups. No member of the below-average group was classified into the AA group. Thus, while one may expect some members to be reclassified by this procedure from their previously designated groups, no company commander was reclassified from the AA group to the BA group or from the BA group to the AA group on the basis of the opinion items factors.

As can be seen from these analyses, the classification into the effectiveness groups based on our data corresponded fairly well with the assignment of the RTC staff. In pursuing this aspect, we requested and were sent the feeder evaluations of company commanders' performance used at San Diego for the company commanders who responded to our questionnaire. A copy of this evaluation form can be found in Appendix E. Using the data on the evaluation forms, we performed a multiple regression analysis with the last item (item T) of overall evaluation as the criterion measure. Table 13 shows the standardized regression weights for each predictor variable. A step-wise multiple regression analysis was also performed which specified three predictors (company organization, company discipline, and administrative) and produced a multiple correlation of .941. As can be seen from the results of this analysis, using only the three predictors specified by the step-wise procedure resulted in an almost equivalent degree of prediction as compared to the use of all 19 predictors (R = .954).

To better understand the underlying dimensions of this evaluation form a principle axis analysis was undertaken. Table 14 presents the three factors which emerged and the factor loadings; these factors account for 81% of the total variance. Looking at table 14 one can see that these separate judgments were highly related and loaded heavily on the first factor which may be labeled "general evaluation." The second factor was composed of "cooperativeness" (#4) and "reliability" (#5). The third

TABLE 13. MULTIPLE REGRESSION ANALYSIS: PREDICTION OF OVERALL EVALUATION

		Standardized Weights
1.	Performance of Duty	.148
2.	Endurance	.100
3.	Personal Appearance	-.058
4.	Cooperativeness	-.014
5.	Reliability	.082
6.	Initiative	-.265
7.	Conduct	-.105
8.	Potential	-.221 *
9.	Resourcefulness	.071
10.	Leadership: Directing	.013
11.	Leadership: Counseling	-.185
12.	Writing	-.012
13.	Speaking	-.064
14.	Company Organization	.160[a]
15.	Company Discipline	.312[a]**
16.	Infantry Evaluation	.108
17.	Bag Evaluation	.301
18.	Academic Evaluation	.026
19.	Administrative	.335[a]**

Multiple Correlation = .954

Step-wise Multiple Correlation = .941

* $p < .05$

** $p < .01$

[a] variables entering into step-wise correlation

TABLE 14. PRINCIPAL AXIS ANALYSIS OF EVALUATION RATINGS (ROTATED)

		I	II	III
1.	Performance of Duty	0.87860	0.28160	0.16801
2.	Endurance	0.84899	0.32433	-0.10265
3.	Personal Appearance	0.65543	0.44358	-0.11888
4.	Cooperativeness	0.16796	0.93955	0.08596
5.	Reliability	0.29399	0.88478	-0.01037
6.	Initiative	0.88419	0.36444	0.05546
7.	Conduct	0.72098	0.40305	0.05289
8.	Potential	0.84670	0.36894	0.02643
9.	Resourcefulness	0.89643	0.29047	0.06487
10.	Leadership: Directing	0.91891	0.25319	0.09182
11.	Leadership: Counseling	0.89325	0.30509	0.12825
12.	Writing	0.47404	0.37924	0.23402
13.	Speaking	0.72548	0.47338	-0.05543
14.	Company Organization	0.85786	0.28878	0.22407
15.	Company Discipline	0.88531	0.18329	0.16667
16.	Infantry Evaluation	0.76896	0.03395	0.15767
17.	Bag Evaluation	0.82552	0.14411	-0.01991
18.	Academic Evaluation	0.12575	0.03171	0.95947
19.	Administrative	0.88892	0.20080	0.11428
20.	Overall Evaluation	0.87351	0.25443	0.17182

factor found was the "academic" evaluation (#18) rating. Thus it appears that for these 20 judgments of performance there was quite a bit of interrelatedness among the separate judgments specified.

Using the responses from the evaluation form and the subjective ratings of the company commanders' effectiveness provided by the RTC staff, we next attempted to assess the relationship between the evaluation ratings and the initial classification into effectiveness groups. The results from these multiple regression analyses are presented in table 15.

These findings concerning the evaluations of company commanders are interesting and will be pursued in the future in conjunction with the staff at RTC, San Diego. By making these evaluations more objective and understandable to the company commanders, the distrust and dissatisfaction with the evaluation procedure may be reduced. Thus, by providing information concerning the evaluation process, the morale of the company commanders may be increased and facilitate behavioral changes for greater effectiveness.

TABLE 15. MULTIPLE REGRESSION ANALYSIS: PREDICTION OF CLASSIFICATION OF COMPANY COMMANDERS BY EVALUATION RESPONSES

		Standardized Weights	
1.	Performance of Duty	-.042	.004
2.	Endurance	+.219	.256
3.	Personal Appearance	-.020	-.034
4.	Cooperativeness	+.010	.019
5.	Reliability	+.149	.173
6.	Initiative	-.910*	-.996 *
7.	Conduct	+.009	.039
8.	Potential	-.116	-.058
9.	Resourcefulness	+.426	.421
10.	Leadership: Directing	+.610[a]	.627
11.	Leadership: Counseling	+.126	.066
12.	Writing	-.004	-.009
13.	Speaking	-.100	-.118
14.	Company Organization	+.107	.165
15.	Company Discipline	+.054	.149
16.	Infantry Evaluation	+.277	.306
17.	Bag Evaluation	+.102	.112
18.	Academic Evaluation	-.094	-.088
19.	Administrative	-.574 *	-.450
20.	Overall Evaluation	+.303	----

* $p < .05$

[a] variable entering into stepwise correlation

Multiple Correlation (20 variables) = .630
Multiple Correlation (19 variables) = .623
Stepwise Multiple Correlation (20 variables) = .494
Correlation between overall evaluation (item #20) and classification = .471

SECTION VI

PLATO MATERIALS

The purpose of these sets of analyses was to guide the direction of the PLATO programs to be written. The data discussed in the preceding pages supported the theoretical approach undertaken to investigate the attitude-behavior relationship. Thus, the attitude toward the behavior and the normative beliefs of relevant others were shown to be the most reliable factors to be dealt with in order to change specific behavioral intentions.

This emphasis was incorporated into the "behavioral intention" program. The structure of the program is schematically presented in figure 1. After a brief introduction to the function of the PLATO keyboard and to the program content in general, the user is asked to select from a specified list of 10 goals, 5 goals of which he considers to be important as a company commander. If the company commander does not feel that his most important goal is included in the list of 10 goals, he has the option of adding his most important goal to the list.

The next phase of the program assesses the user's behavioral intentions of 32 behaviors chosen from the list of 35 previously used in the questionnaire. It should be mentioned at this point that any number of behaviors could be substituted into this program without any difficulty. The program was written in a general fashion and a few minor changes are all that is required to change the content of or the number of the behaviors. Each intention is judged in relation to the expectation of (for the present) the MTO and internally labeled within the computer as a positive or negative instance. Again, it should be pointed out that the judgement of the intention could be in relation to the expectation of any member of the RTC staff, or any combination of members. Since the Captain and the MTO did not disagree on the performance or nonperformance of any of these 32 behaviors as assessed by a questionnaire given to the RTC staff, all feedback is worded in regard to the MTO. Those behaviors in which the intention positively matches the MTO's expectation are eliminated from the pool of behaviors for future use. Those intentions which negatively matches the MTO's expectations are coded for future use within the program.

Each behavior which was coded as a negative instance (i.e., the intention did not match the MTO's expectation) is then presented individually and the company commander is asked to relate the attainment of his goals to the performance or nonperformance of the specified behavior. The number of goals specified to be enhanced by the performance of the behavior is then compared to the number of goals inhibited by the performance of the behavior and, on the basis of this comparison, the behavior is coded for further feedback. The company commander is then asked to give his judgment of the MTO's expectation of the behavior and then, on the basis of this expectation and of the goal comparison, one of three forms of feedback is then given. The feedback is in the form of a motivating response

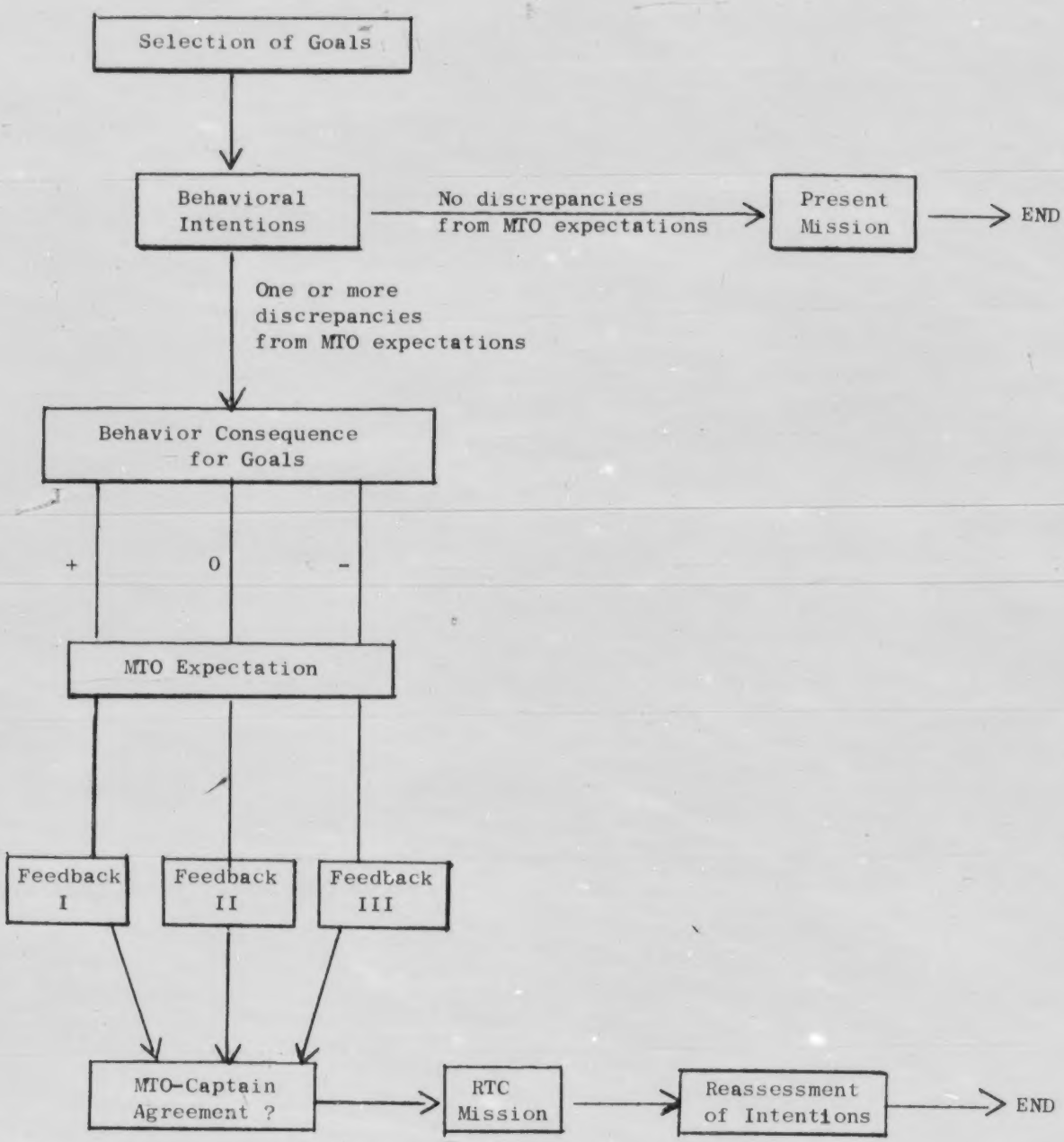

Figure 1. FLOW CHART OF BEHAVIORAL INTENTION PROGRAM

in which the company commander is asked to consider his intention in light of his goals and also the MTO's expectation. By making the company commander aware of the consequences of his intention and of the MTO's expectation, a change in his behavioral intention should occur in the direction as specified by the RTC staff.

At the completion of these negative instances, the company commander is asked about his perception of the agreement between the MTO and the CO concerning the set of behavioral expectations. Feedback is then presented indicating the perfect agreement between the MTO and the CO. At this point in the program the mission of RTC is presented on the screen and the company commander is instructed to consider his intentions in conjunction with the mission. The set of 32 behaviors are then presented again for a reassessment of the behavioral intention to perform or not perform the behavior. All responses made by the company commander are stored in computer variables so that subsequent analyses can be performed. This program will be revised to some degree during the next year and field tested for effectiveness.

A second program was also developed which grew out of the evaluation work. In discussing how evaluations were performed, one individual of the RTC staff mentioned a set of 12 criteria that he personally used in evaluating company commander performance. In looking at this list, it appeared that some overlap may have existed among the criteria and that the evaluation judgment could be made using some subset of these 12 criteria. A program was written in which profiles of company commanders were generated by the computer using each of the 12 criteria. For each profile a single judgment of overall evaluation was requested and subsequently stored. Of the 40 such profiles presented, the first 10 profiles and the last 10 profiles are exactly the same in order to assess the reliability of the user's judgments. After the 40 profiles are judged, feedback in the form of correlation coefficients are presented indicating the reliability of the judgments and the relationship between each of the 12 criteria individually and the overall evaluation judgment. The feedback is explained and then 20 additional profiles are presented, after which additional feedback on the second set of profiles is given. This program was written to test whether the 12 criteria were independently used in making evaluation ratings of company commanders. The same individual of the RTC staff who provided the list of criteria went through the program in order to provide us with information about how these 12 criteria were related to his overall judgment of company commander performance. Using this information as a basis, we then revised the program to present profiles with only 6 of the original 12 criteria.

At this point in time, the program is designed for a company commander to make his own judgments of the profiles and then to compare his feedback with that of the MTO and CO in order to see how and where his use of the criteria differs from those who actually evaluate him. The intent of this program is to provide the company commander with relevant

information on how he is evaluated and to point out, through the feedback, misperceptions in the evaluation process. This program is also very flexible in that the number and/or the criteria can easly be changed, as well as the relevant others who are used for feedback purposes. A computer like the PLATO System is very necessary for this type of program in that the computer stores and manipulates a great deal of data in order to produce immediate feedback to the program user. Major revisions are planned in the next year to improve the usefulness of this program.

These two PLATO programs utilize the unique capabilities of a computer system in that complex branching and data manipulation is performed on-line in an interactive manner with the user. Both programs also have the capability of being easily revised to change the behaviors or criteria if so desired. The effectiveness of these programs for behavioral change training will be evaluated in the next year.

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Appendix A

QUESTIONNAIRE ADMINISTERED TO COMPANY COMMANDERS

San Diego, California - January, 1974

Company Commander Questionnaire

Form I

1974

Please answer the following questions by filling in the appropriate information.

1. Age _____

2. Rate _____ Rating _____

3. Number of years in the Navy _____

4. How many companies have you pushed? _____

5. Have any of your companies brigaded? ___Yes ___No
   If yes, how many? _____

6. Which state did you grow up in? _____

For the following questions, answer by checking the appropriate letter.

7. What is the population of your hometown?
   - ___ A. Less than 1,000
   - ___ B. 1,000 to 5,000
   - ___ C. 5,001 to 20,000
   - ___ D. 20,001 to 50,000
   - ___ E. 50,001 to 100,000
   - ___ F. 100,001 to 500,000
   - ___ G. More than 500,000

8. What is your educational level?
   - ___ A. Grammar school only
   - ___ B. Some high school
   - ___ C. High school graduate
   - ___ D. Junior college graduate
   - ___ E. Some college
   - ___ F. College graduate

9. What is your marital status?
   - ___ A. I have never been married
   - ___ B. I am married
   - ___ C. I am divorced and not remarried
   - ___ D. I am legally separated
   - ___ E. I am a widower

10. If you are married answer this question, otherwise skip it
    How does your wife feel about your being in the Navy?
    - ___ A. She is happy that I am in the Navy and proud that I have chosen it as a career
    - ___ B. She is happy I am in the Navy and would be proud if I did choose it as a career
    - ___ C. She has no strong feelings about my being in the Navy
    - ___ D. She is satisfied that I am in the Navy now but would not want me to make it a career
    - ___ E. She is unhappy that I ever joined the Navy

11. What was the single most important reason why you initially joined the Navy?

___ A. Career opportunities looked better than in civilian life
___ B. For travel, adventure, new experience
___ C. Opportunity for advanced education, professional, or technical skills
___ D. Wanted to fulfill my military obligation at a time and in the service of my choice rather than be drafted
___ E. Wanted to serve my country
___ F. Interest in the sea, and/or shipboard life
___ G. Interest in flying or astronautics
___ H. For a position with responsibility and dignity
___ I. For a secure position with promotions and favorable retirement benefits
___ J. Some other reason: State your reason here _____

_____

12. What are your current service plans?

I am not eligible for retirement now and:

___ A. Plan to leave active duty as soon as possible
___ B. Undecided about reenlisting in the Navy
___ C. Plan to reenlist but not sure about staying until retirement
___ D. Plan to stay until retirement

I am eligible for retirement now and:

___ E. Plan to retire with 20 years or less of active service (counting constructive time)
___ F. Plan to retire with more than 20 years but less than 30 years of active service
___ G. Plan to retire with 30 or more years of active service (if authorized)
___ H. Undecided as to when I will retire

13. If you are a career Petty Officer, or plan to be, what were the reasons for your decision? State the one most important reason for your decision.

___ A. Limited opportunity to use my skills and abilities in a vocation of my choice in the civilian community
___ B. Job security
___ C. Promotion opportunity
___ D. Retirement benefits and the opportunity to retire after 20 years of service
___ E. Pay, allowances and fringe benefits (medical, commissaries and exchanges, etc.)
___ F. Opportunity to travel, including PCS (accompanied tour) in various national and international locations
___ G. Opportunity for interesting and challenging assignments
___ H. Belonging to an organization I can be proud of
___ I. Opportunity for additional technical training
___ J. Other reason: State your reason here _____

_____

14. How do career opportunities in the Navy compare with those in civilian life, considering all factors which are important to you in choosing a career?

___ A. Career opportunities in the Navy are better than in civilian life
___ B. Career opportunities in the Navy are the same as in civilian life
___ C. Career opportunities in the Navy are worse than in civilian life
___ D. No opinion

15. Where would you prefer to live?

___ A. Among military people on-base
___ B. Among military people off-base
___ C. In the civilian community
___ D. Makes no difference where I live

16. What were your service plans when you first entered active duty in the Navy?

___ A. Intended to make the Navy my career
___ B. Was undecided and was waiting to see how well I would like the Navy
___ C. Hadn't thought about it
___ D. Intended to fulfill my military obligation(s) only

17. Regardless of your present service plans, which one of the following changes would do the most to make Naval service more attractive to you as a career?

___ A. Expand opportunity to use off-duty education programs (Tuition Aid, PACE, USAFI, In-Service-GI Bill, etc.)
___ B. Improve living conditions aboard ship
___ C. Less frequent permanent change of station (PCS) moves
___ D. Authorize quarters allowance for bachelors, both ashore and at sea
___ E. Shorten tours of sea duty
___ F. Provide adequate BEQs (enlisted barracks) and family housing, or increase housing allowances where adequate government housing cannot be provided
___ G. Make pay, allowances, and retirement equity equal to Civil Service or industry
___ H. Improve leadership and supervision
___ I. Give enlisted men more influence on choice of geographical location
___ J. Provide sea pay ($15 to $115) based on cumulative years (2 to 10 yrs) of sea duty
___ K. Other change: State the change here _____

_____

18. What is your present pay grade?

___ A. E-1
___ B. E-2
___ C. E-3
___ D. E-4
___ E. E-5
___ F. E-6
___ G. E-7
___ H. E-8
___ I. E-9

19. What is your present enlistment and/or extension status?

___ A. First enlistment
___ B. Extension of first enlistment
___ C. Second enlistment
___ D. Extension of second enlistment
___ E. Third or later enlistment or extension

20. Do you have a full or part-time civilian job after duty hours?

___ A. No, have no desire to
___ B. No, but would like to
___ C. Yes, primarily in order to make ends meet
___ D. Yes, for various other reasons

21. My shore duty assignment as a company commander was:

___ A. A voluntary request
___ B. The better alternative from the choices offered to me
___ C. The only reasonable assignment offered
___ D. I was ordered to this assignment

On the next two pages we are going to ask you to rate certain aspects of your job on scales with seven intervals such as:

good ____:____:____:____:____:____:____ bad

easy ____:____:____:____:____:____:____ difficult

The seven intervals should be interpreted as follows:

EASY ____:____:____:____:____:____:____ DIFFICULT
extremely quite slightly neither slightly quite extremely

Please place your checkmark in the interval that best describes your opinion. For example, if you were asked to rate "Being stationed in San Diego," and you thought it was quite good and slightly difficult then you should place your marks as follows:

BEING STATIONED IN SAN DIEGO

good____: X :____:____:____:____:____ bad

easy____:____:____:____: X :____:____ difficult

In making your ratings please remember the following points:

1) Place your checkmarks in the middle of spaces, not on the boundaries.

this not this

____: X :____:____:____:____X____

2) Be sure you fill out every question on the page - do not omit any.

3) Never put more than one checkmark on a single scale.

TODAY'S NAVY

Good	____	____	____	____	____	____	____	Bad
Wise	____	____	____	____	____	____	____	Foolish
Beneficial	____	____	____	____	____	____	____	Harmful
Rewarding	____	____	____	____	____	____	____	Punishing
Pleasant	____	____	____	____	____	____	____	Unpleasant
Intelligent	____	____	____	____	____	____	____	Unintelligent
Satisfying	____	____	____	____	____	____	____	Not Satisfying
Easy	____	____	____	____	____	____	____	Difficult

NEW RECRUITS

Good	____	____	____	____	____	____	____	Bad
Wise	____	____	____	____	____	____	____	Foolish
Beneficial	____	____	____	____	____	____	____	Harmful
Rewarding	____	____	____	____	____	____	____	Punishing
Pleasant	____	____	____	____	____	____	____	Unpleasant
Intelligent	____	____	____	____	____	____	____	Unintelligent
Satisfying	____	____	____	____	____	____	____	Not Satisfying
Easy	____	____	____	____	____	____	____	Difficult

BEING A COMPANY COMMANDER

Good	____	____	____	____	____	____	____ Bad
Wise	____	____	____	____	____	____	____ Foolish
Beneficial	____	____	____	____	____	____	____ Harmful
Rewarding	____	____	____	____	____	____	____ Punishing
Pleasant	____	____	____	____	____	____	____ Unpleasant
Intelligent	____	____	____	____	____	____	____ Unintelligent
Satisfying	____	____	____	____	____	____	____ Not Satisfying
Easy	____	____	____	____	____	____	____ Difficult

TRYING TO BRIGADE

Good	____	____	____	____	____	____	____ Bad
Wise	____	____	____	____	____	____	____ Foolish
Beneficial	____	____	____	____	____	____	____ Harmful
Rewarding	____	____	____	____	____	____	____ Punishing
Pleasant	____	____	____	____	____	____	____ Unpleasant
Intelligent	____	____	____	____	____	____	____ Unintelligent
Satisfying	____	____	____	____	____	____	____ Not Satisfying
Easy	____	____	____	____	____	____	____ Difficult

PUSHING A COMPANY

Good	____	____	____	____	____	____	____ Bad
Wise	____	____	____	____	____	____	____ Foolish
Beneficial	____	____	____	____	____	____	____ Harmful
Rewarding	____	____	____	____	____	____	____ Punishing
Pleasant	____	____	____	____	____	____	____ Unpleasant
Intelligent	____	____	____	____	____	____	____ Unintelligent
Satisfying	____	____	____	____	____	____	____ Not Satisfying
Easy	____	____	____	____	____	____	____ Difficult

On the next four pages we're going to ask you about your past performance of, and future intentions concerning, a set of behaviors that Company Commanders may or may not engage in. That is, first we will ask you whether you ____ (have) or _____ (have not) performed each behavior (in the past) and then we will ask you if you intend to perform the behavior with your next company. For these latter judgments you will use the following seven place scale.

I intend to ___:___:___:___:___:___:___ I do not intend to perform behavior X

The seven intervals should be interpreted as follows:

I intend to _____:_____:_____:____:_____:_____:_____ I do not intend to

extremely certain | quite certain | slightly certain | don't know | slightly certain | quite certain | extremely certain

For example, if you are quite certain that you do not intend to perform behavior X with your next company, you should place your mark as follows:

I intend to ___:___:___:___:___:X:___ I do not intend to perform behavior X

Again, please remember to

1) Place your checkmarks in the middle of spaces, not on the boundaries.

this: ____:_X_:_____:_____:___:____ not this: ____X____

2) Be sure you fill out every question on the page - do not omit any.

3) Never put more than one checkmark on a single scale.

		have	have not	
1.	I	___	___	asked other Company Commanders for help with disciplinary problems
2.	I	___	___	immediately fired a recruit petty officer who exceeded his authority
3.	I	___	___	selected a "setback" as my R.C.P.O.
4.	I	___	___	told my company that I expect them to brigade
5.	I	___	___	taken away phone privileges as a form of discipline
6.	I	___	___	pre-checked all lockers prior to inspection
7.	I	___	___	been ahead of schedule in teaching the I.G. lessons
8.	I	___	___	allowed recruits to finish fights that they start among themselves
9.	I	___	___	asked other Company Commanders to inspect my company during primary training
10.	I	___	___	selected the toughest looking recruit for my master-at-arms
11.	I	___	___	attended all smokers where one of my recruits was fighting
12.	I	___	___	used "Marching to Georgia" as a form of discipline
13.	I	___	___	punished the whole company when 3 recruits have lost points in locker inspection
14.	I	___	___	punished the whole company when 3 recruits have lost points in personal inspection
15.	I	___	___	told the company to ignore a recruit as a form of discipline
16.	I	___	___	told my recruits that I don't believe in "setting back"
17.	I	___	___	faked a beating with a recruit in order to scare the company
18.	I	___	___	allowed my recruit petty officers to give physical training (such as push-ups and jumping jacks) as a form of discipline
19.	I	___	___	backed up a recruit petty officer when he exceeded his authority
20.	I	___	___	asked other Company Commanders to help me teach infantry
21.	I	___	___	selected some recruit officers at R and O
22.	I	___	___	used Sunday afternoons for infantry drill after "crossing the bridge"

		have	have not	
23.	I	___	___	allowed my company to use "cheating gear"
24.	I	___	___	attended most instructor conducted classes
25.	I	___	___	allowed my E.P.O. to handle most questions after T.V. classes
26.	I	___	___	set aside a specific time period each week to handle recruit problems
27.	I	___	___	been out of the barracks by 1800 hours after "crossing the bridge"
28.	I	___	___	required my company to study for their academic tests for at least 45 minutes a night
29.	I	___	___	been in the barracks at or before reveille after "crossing the bridge"
30.	I	___	___	had more than 2 E.P.O.'s in one company
31.	I	___	___	pre-inspected my company on evaluation days
32.	I	___	___	told my company that brigading is not important
33.	I	___	___	tried to "hide" a recruit who might cost the company points
34.	I	___	___	disciplined recruits in front of the whole company
35.	I	___	___	learned the names or nicknames of every member of my company

1. I intend to __:__:__:__:__:__:__ I do not intend to ask other Company Commanders for help with disciplinary problems

2. I intend to __:__:__:__:__:__:__ I do not intend to immediately firo a recruit petty officer who exceeds his authority

3. I intend to __:__:__:__:__:__:__ I do not intend to select a "setback" as my R.C.P.O.

4. I intend to __:__:__:__:__:__:__ I do not intend to tell my company that I expect them to brigade

5. I intend to __:__:__:__:__:__:__ I do not intend to take away phone privileges as a form of discipline

6. I intend to __:__:__:__:__:__:__ I do not intend to pre-check all lockers prior to inspection

7. I intend to __:__:__:__:__:__:__ I do not intend to be ahead of schedule in teaching the I.G. lessons

8. I intend to __:__:__:__:__:__:__ I do not intend to allow recruits to finish fights that they start among themselves

9. I intend to __:__:__:__:__:__:__ I do not intend to ask other Company Commanders to inspect my company during primary training

10. I intend to __:__:__:__:__:__:__ I do not intend to select the toughest looking recruit for my master-at-arms

11. I intend to __:__:__:__:__:__:__ I do not intend to attend all smokers where one of my recruits is fighting

12. I intend to __:__:__:__:__:__:__ I do not intend to use "Marching to Georgia" as a form of discipline

13. I intend to __:__:__:__:__:__:__ I do not intend to punish the whole company when 3 recruits have lost points in locker inspection

14. I intend to __:__:__:__:__:__:__ I do not intend to punish the whole company when 3 recruits have lost points in personal inspection

15. I intend to __:__:__:__:__:__:__ I do not intend to tell the company to ignore a recruit as a form of discipline

16. I intend to __:__:__:__:__:__:__ I do not intend to tell my recruits that I don't believe in "setting back"

17. I intend to __:__:__:__:__:__:__ I do not intend to fake a beating with a recruit in order to scare the company

18. I intend to __:__:__:__:__:__:__ I do not intend to allow my recruit petty officers to give physical training (such as push-ups and jumping jacks) as a form of discipline

19. I intend to __:__:__:__:__:__:__ I intend not to back up a recruit petty officer when he exceeds his authority

20. I intend to __:__:__:__:__:__:__ I intend not to ask other Company Commanders to help me teach infantry

21. I intend to __:__:__:__:__:__:__ I intend not to select some recruit officers at R and O

22. I intend to __:__:__:__:__:__:__ I intend not to use Sunday afternoons for infantry drill after "crossing the bridge"

23. I intend to __:__:__:__:__:__:__ I intend not to allow my company to use "cheating gear"

24. I intend to __:__:__:__:__:__:__ I intend not to attend most instructor conducted classes

25. I intend to __:__:__:__:__:__:__ I intend not to allow my E.P.O. to handle most questions after T.V. classes

26. I intend to __:__:__:__:__:__:__ I intend not to set aside a specific time period each week to handle recruit problems

27. I intend to __:__:__:__:__:__:__ I intend not to be out of the barracks by 1800 hours after "crossing the bridge"

28. I intend to __:__:__:__:__:__:__ I intend not to require my company to study for their academic tests for at least 45 minutes a night

29. I intend to __:__:__:__:__:__:__ I intend not to be in the barracks at or before reveille after "crossing the bridge"

30. I intend to __:__:__:__:__:__:__ I intend not to have more than 2 E.P.O.'s in one company

31. I intend to __:__:__:__:__:__:__ I intend not to pre-inspect my company on evaluation days

32. I intend to __:__:__:__:__:__:__ I intend not to tell my company that brigading is not important

33. I intend to __:__:__:__:__:__:__ I intend not to try to "hide" a recruit who might cost the company points

34. I intend to __:__:__:__:__:__:__ I intend not to discipline recruits in front of the whole company

35. I intend to __:__:__:__:__:__:__ I intend not to learn the names or nicknames of every member of my company

The next thing we want to know is whether you personally feel that performing each of these behaviors is good or bad. Once again, we will use a seven interval scale where the intervals should be interpreted as follows:

Good _____:____:_____:_____:_____:____:_____ Bad
extremely quite slightly neither slightly quite extremely

Thus, for example, if you personally feel that performing behavior X is extremely good, you should place your checkmark as follows:

Performing behavior X is Good __X__:___:___:___:___:___:___ Bad

1. Asking other Company Commanders for help with disciplinary problems is
good ___:___:___:___:___:___:___ bad

2. Immediately firing a recruit petty officer who exceeded his authority is
good ___:___:___:___:___:___:___ bad

3. Selecting a "setback" as my R.C.P.O. is
good ___:___:___:___:___:___:___ bad

4. Telling my company that I expect them to brigade is
good ___:___:___:___:___:___:___ bad

5. Taking away phone privileges as a form of discipline is
good ___:___:___:___:___:___:___ bad

6. Pre-checking all lockers prior to inspection is
good ___:___:___:___:___:___:___ bad

7. Being ahead of schedule in teaching the I.G. lessons is
good ___:___:___:___:___:___:___ bad

8. Allowing recruits to finish fights that they start among themselves is
good ___:___:___:___:___:___:___ bad

9. Asking other Company Commanders to inspect my company during primary training is
good ___:___:___:___:___:___:___ bad

10. Selecting the toughest looking recruit for my master-at-arms is
good ___:___:___:___:___:___:___ bad

11. Attending all smokers where one of my recruits is fighting is
good ___:___:___:___:___:___:___ bad

12. Using "Marching to Georgia" as a form of discipline is
good ___:___:___:___:___:___:___ bad

13. Punishing the whole company when 3 recruits have lost points in locker inspection is good ___:___:___:___:___:___:___ bad

14. Punishing the whole company when 3 recruits have lost points in personal inspection is good ___:___:___:___:___:___:___ bad

15. Telling the company to ignore a recruit as a form of discipline is
good ___:___:___:___:___:___:___ bad

16. Telling my recruits that I don't believe in "setting back" is
good ___:___:___:___:___:___:___ bad

17. Faking a beating with a recruit in order to scare the company is
good ___:___:___:___:___:___:___ bad

18. Allowing my recruit petty officers to give physical training (such as push-ups and jumping jacks) as a form of discipline is
good ___:___:___:___:___:___:___ bad

19. Backing up a recruit petty officer when he exceeds his authority is
good ___:___:___:___:___:___:___ bad

20. Asking other Company Commanders to help me teach infantry is
good ___:___:___:___:___:___:___ bad

21. Selecting some recruit officers at R and O is
good ___:___:___:___:___:___:___ bad

22. Using Sunday afternoons for infantry drill after "crossing the bridge" is
good ___:___:___:___:___:___:___ bad

23. Allowing my company to use "cheating gear" is
good ___:___:___:___:___:___:___ bad

24. Attending most instructor-conducted classes is
good ___:___:___:___:___:___:___ bad

25. Allowing my E.P.O. to handle most questions after T.V. classes is
good ___:___:___:___:___:___:___ bad

26. Setting aside a specific time period each week to handle recruit problems is
good ___:___:___:___:___:___:___ bad

27. Being out of the barracks by 1800 hours after "crossing the bridge" is
good ___:___:___:___:___:___:___ bad

28. Requiring my company to study for their academic tests for at least 45 minutes a night is good ___:___:___:___:___:___:___ bad

29. Being in the barracks at or before reveille after "crossing the bridge" is
good ___:___:___:___:___:___:___ bad

30. Having more than 2 E.P.O.'s in one company is
good ___:___:___:___:___:___:___ bad

31. Pre-inspecting my company on evaluation days is
good ___:___:___:___:___:___:___ bad

32. Telling my company that brigading is not important is
good ___:___:___:___:___:___:___ bad

33. Trying to "hide" a recruit who might cost the company points is
good ___:___:___:___:___:___:___ bad

34. Disciplining recruits in front of the whole company is
good ___:___:___:___:___:___:___ bad

35. Learning the names or nicknames of every member of my company is
good ___:___:___:___:___:___:___ bad

Thus far you have been asked whether you have performed each behavior in the past, whether you intend to perform these behaviors in the future, and whether you personally feel that performing each behavior is good or bad. We would now like to know whether you believe that certain other people think you should or should not perform each behavior. Once, again, seven place scales will be used, and the intervals should be interpreted as follows:

I should	_____ :	_____ :	_____ :	____ :	_____ :	_____ :	_____	I should not
	extremely certain	quite certain	slightly certain	don't know	slightly certain	quite certain	extremely certain	

For example, you might be asked if "Most Battalion Commanders" think you should perform behavior X. If you are extremely certain that "most battalion commanders" think you should not perform behavior X, then you would place your checkmark as follows:

Most Battalion Commanders Think

I should ___ : ___ : ___ : ___ : ___ : ___ : X__ I should not perform behavior X.

On the following 6 pages, you will be asked your beliefs about 3 specific others (two pages for each person).

Most other Company Commanders I respect think

1. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders for help with disciplinary problems

2. I should ___:___:___:___:___:___:___ I should not immediately fire a recruit petty officer who exceeds his authority

3. I should ___:___:___:___:___:___:___ I should not select a "setback" as my R.C.P.O.

4. I should ___:___:___:___:___:___:___ I should not tell my company that I expect them to brigade

5. I should ___:___:___:___:___:___:___ I should not take away phone privileges as a form of discipline

6. I should ___:___:___:___:___:___:___ I should not pre-check all lockers prior to inspection

7. I should ___:___:___:___:___:___:___ I should not be ahead of schedule in teaching the I.G. lessons

8. I should ___:___:___:___:___:___:___ I should not allow recruits to finish fights that they start among themselves

9. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders to inspect my company during primary training

10. I should ___:___:___:___:___:___:___ I should not select the toughest looking recruit for my master-at-arms

11. I should ___:___:___:___:___:___:___ I should not attend all smokers where one of my recruits is fighting

12. I should ___:___:___:___:___:___:___ I should not use "Marching to Georgia" as a form of discipline

13. I should ___:___:___:___:___:___:___ I should not punish the whole company when 3 recruits have lost points in locker inspection

14. I should ___:___:___:___:___:___:___ I should not punish the whole company when 3 recruits have lost points in personal inspection

15. I should ___:___:___:___:___:___:___ I should not tell the company to ignore a recruit as a form of discipline

16. I should ___:___:___:___:___:___:___ I should not tell my recruits that I don't believe in "setting back"

17. I should ___:___:___:___:___:___:___ I should not fake a beating with a recruit in order to scare the company

18. I should ___:___:___:___:___:___:___ I should not allow my recruit petty officers to give physical training (such as push-ups and jumping jacks) as a form of discipline

19. I should ___:___:___:___:___:___:___ I should not back up a recruit petty officer when he exceeds his authority

20. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders to help me teach infantry

21. I should ___:___:___:___:___:___:___ I should not select some recruit officers at R and O

22. I should ___:___:___:___:___:___:___ I should not use Sunday afternoons for infantry drill after "crossing the bridge"

23. I should ___:___:___:___:___:___:___ I should not allow my company to use "cheating gear"

24. I should ___:___:___:___:___:___:___ I should not attend most instructor conducted classes

25. I should ___:___:___:___:___:___:___ I should not allow my E.P.O. to handle most questions after T.V. classes

26. I should ___:___:___:___:___:___:___ I should not set aside a specific time period each week to handle recruit problems

27. I should ___:___:___:___:___:___:___ I should not be out of the barracks by 1800 hours after "crossing the bridge"

28. I should ___:___:___:___:___:___:___ I should not require my company to study for their academic tests for at least 45 minutes a night

29. I should ___:___:___:___:___:___:___ I should not be in the barracks at or before reveille after "crossing the bridge"

30. I should ___:___:___:___:___:___:___ I should not have more than 2 E.P.O.'s in one company

31. I should ___:___:___:___:___:___:___ I should not pre-inspect my company on evaluation days

32. I should ___:___:___:___:___:___:___ I should not tell my company that brigading is not important

33. I should ___:___:___:___:___:___:___ I should not try to "hide" a recruit who might cost the company points

34. I should ___:___:___:___:___:___:___ I should not discipline recruits in front of the whole company

35. I should ___:___:___:___:___:___:___ I should not learn the names or nicknames of every member of my company

The military training officer thinks

1. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders for help with disciplinary problems

2. I should ___:___:___:___:___:___:___ I should not immediately fire a recruit petty officer who exceeds his authority

3. I should ___:___:___:___:___:___:___ I should not select a "setback" as my R.C.P.O.

4. I should ___:___:___:___:___:___:___ I should not tell my company that I expect them to brigade

5. I should ___:___:___:___:___:___:___ I should not take away phone privileges as a form of discipline

6. I should ___:___:___:___:___:___:___ I should not pre-check all lockers prior to inspection

7. I should ___:___:___:___:___:___:___ I should not be ahead of schedule in teaching the I.G. lessons

8. I should ___:___:___:___:___:___:___ I should not allow recruits to finish fights that they start among themselves

9. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders to inspect my company during primary training

10. I should ___:___:___:___:___:___:___ I should not select the toughest looking recruit for my master-at-arms

11. I should ___:___:___:___:___:___:___ I should not attend all smokers where one of my recruits is fighting

12. I should ___:___:___:___:___:___:___ I should not use "Marching to Georgia" as a form of discipline

13. I should ___:___:___:___:___:___:___ I should not punish the whole company when 3 recruits have lost points in locker inspection

14. I should ___:___:___:___:___:___:___ I should not punish the whole company when 3 recruits have lost points in personal inspection

15. I should ___:___:___:___:___:___:___ I should not tell the company to ignore a recruit as a form of discipline

16. I should ___:___:___:___:___:___:___ I should not tell my recruits that I don't believe in "setting back"

17. I should ___:___:___:___:___:___:___ I should not fake a beating with a recruit in order to scare the company

18. I should ___:___:___:___:___:___:___ I should not allow my recruit petty officers to give physical training (such as push-ups and jumping jacks) as a form of discipline

19. I should ___:___:___:___:___:___:___ I should not back up a recruit petty officer when he exceeds his authority

20. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders to help me teach infantry

21. I should ___:___:___:___:___:___:___ I should not select some recruit officers at R and O

22. I should ___:___:___:___:___:___:___ I should not use Sunday afternoons for infantry drill after "crossing the bridge"

23. I should ___:___:___:___:___:___:___ I should not allow my company to use "cheating gear"

24. I should ___:___:___:___:___:___:___ I should not attend most instructor conducted classes

25. I should ___:___:___:___:___:___:___ I should not allow my E.P.O. to handle most questions after T.V. classes

26. I should ___:___:___:___:___:___:___ I should not set aside a specific time period each week to handle recruit problems

27. I should ___:___:___:___:___:___:___ I should not be out of the barracks by 1800 hours after "crossing the bridge"

28. I should ___:___:___:___:___:___:___ I should not require my company to study for their academic tests for at least 45 minutes a night

29. I should ___:___:___:___:___:___:___ I should not be in the barracks at or before reveille after "crossing the bridge"

30. I should ___:___:___:___:___:___:___ I should not have more than 2 E.P.O.'s in one company

31. I should ___:___:___:___:___:___:___ I should not pre-inspect my company on evaluation days

32. I should ___:___:___:___:___:___:___ I should not tell my company that brigading is not important

33. I should ___:___:___:___:___:___:___ I should not try to "hide" a recruit who might cost the company points

34. I should ___:___:___:___:___:___:___ I should not discipline recruits in front of the whole company

35. I should ___:___:___:___:___:___:___ I should not learn the names or nicknames of every member of my company

The commanding officer for recruit training thinks

1. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders for help with disciplinary problems

2. I should ___:___:___:___:___:___:___ I should not immediately fire a recruit petty officer who exceeds his authority

3. I should ___:___:___:___:___:___:___ I should not select a "setback" as my R.C.P.O.

4. I should ___:___:___:___:___:___:___ I should not tell my company that I expect them to brigade

5. I should ___:___:___:___:___:___:___ I should not take away phone privileges as a form of discipline

6. I should ___:___:___:___:___:___:___ I should not pre-check all lockers prior to inspection

7. I should ___:___:___:___:___:___:___ I should not be ahead of schedule in teaching the I.G. lessons

8. I should ___:___:___:___:___:___:___ I should not allow recruits to finish fights that they start among themselves

9. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders to inspect my company during primary training

10. I should ___:___:___:___:___:___:___ I should not select the toughest looking recruit for my master-at-arms

11. I should ___:___:___:___:___:___:___ I should not attend all smokers where one of my recruits is fighting

12. I should ___:___:___:___:___:___:___ I should not use "Marching to Georgia" as a form of discipline

13. I should ___:___:___:___:___:___:___ I should not punish the whole company when 3 recruits have lost points in locker inspection

14. I should ___:___:___:___:___:___:___ I should not punish the whole company when 3 recruits have lost points in personal inspection

15. I should ___:___:___:___:___:___:___ I should not tell the company to ignore a recruit as a form of discipline

16. I should ___:___:___:___:___:___:___ I should not tell my recruits that I don't believe in "setting back"

17. I should ___:___:___:___:___:___:___ I should not fake a beating with a recruit in order to scare the company

18. I should ___:___:___:___:___:___:___ I should not allow my recruit petty officers to give physical training (such as push-ups and jumping jacks) as a form of discipline

19. I should ___:___:___:___:___:___:___ I should not back up a recruit petty officer when he exceeds his authority

20. I should ___:___:___:___:___:___:___ I should not ask other Company Commanders to help me teach infantry

21. I should ___:___:___:___:___:___:___ I should not select some recruit officers at R and O

22. I should ___:___:___:___:___:___:___ I should not use Sunday afternoons for infantry drill after "crossing the bridge"

23. I should ___:___:___:___:___:___:___ I should not allow my company to use "cheating gear"

24. I should ___:___:___:___:___:___:___ I should not attend most instructor conducted classes

25. I should ___:___:___:___:___:___:___ I should not allow my E.P.O. to handle most questions after T.V. classes

26. I should ___:___:___:___:___:___:___ I should not set aside a specific time period each week to handle recruit problems

27. I should ___:___:___:___:___:___:___ I should not be out of the barracks by 1800 hours after "crossing the bridge"

28. I should ___:___:___:___:___:___:___ I should not require my company to study for their academic tests for at least 45 minutes a night

29. I should ___:___:___:___:___:___:___ I should not be in the barracks at or before reveille after "crossing the bridge"

30. I should ___:___:___:___:___:___:___ I should not have more than 2 E.P.O.'s in one company

31. I should ___:___:___:___:___:___:___ I should not pre-inspect my company on evaluation days

32. I should ___:___:___:___:___:___:___ I should not tell my company that brigading is not important

33. I should ___:___:___:___:___:___:___ I should not try to "hide" a recruit who might cost the company points

34. I should ___:___:___:___:___:___:___ I should not discipline recruits in front of the whole company

35. I should ___:___:___:___:___:___:___ I should not learn the names or nicknames of every member of my company

In this final part of the questionnaire we are going to ask you for your opinions about various aspects of your job and recruit training in general. Please indicate the degree to which you agree or disagree with each of the following questions by checking the appropriate answer.

	Strongly Agree	Moderately Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Moderately Disagree	Strongly Disagree
1. M.E.D. inspectors are fair and impartial in their evaluation	____	____	____	____	____	____	____
2. I feel that the whole company would benefit if I could take a wiseguy out behind the barracks every now and then	____	____	____	____	____	____	____
3. If I could only win one flag, I'd want it to be the athletic flag	____	____	____	____	____	____	____
4. The way things are run now, recruit training is just like a summer camp for kids	____	____	____	____	____	____	____
5. I don't mind bending the rules a little when I think it will help my company in the competition	____	____	____	____	____	____	____
6. The tougher I act, the better my company does	____	____	____	____	____	____	____
7. Instructors of group dynamics courses should alert company commanders to problems observed in class	____	____	____	____	____	____	____
8. When an RCPO is fired he should be transferred to another company	____	____	____	____	____	____	____
9. I feel that my training affects a man all his life and not just during his Navy career	____	____	____	____	____	____	____
10. Generally speaking, I want to do what the Military Training Officer thinks I should do	____	____	____	____	____	____	____

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	Strongly Agree	Moderately Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Moderately Disagree	Strongly Disagree
11. The best company doesn't always brigade	____	____	____	____	____	____	____
12. If I were able to discipline recruits the same way I would (or do) discipline my own children, I'd turn out better companies	____	____	____	____	____	____	____
13. If I could only win one flag, I'd want it to be the military flag	____	____	____	____	____	____	____
14. Even if my company were the best, I wouldn't win the competition	____	____	____	____	____	____	____
15. You have to be tougher with setbacks than with other recruits	____	____	____	____	____	____	____
16. It's worse if a man loses the company points in personal inspection than if he loses points in bag or locker inspection	____	____	____	____	____	____	____
17. Men in a company that brigades will do better in the fleet than men in a company that doesn't brigade	____	____	____	____	____	____	____
18. Generally speaking, I want to do what the commanding officer for recruit training thinks I should do	____	____	____	____	____	____	____
19. If I have 60 men in the company, every minute I have to spend with one man is wasting 59 minutes	____	____	____	____	____	____	____
20. The more flags I win, the better job I'm doing	____	____	____	____	____	____	____

	Strongly Agree	Moderately Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Moderately Disagree	Strongly Disagree
21. If I could only win one flag, I'd want it to be the academic flag	____	____	____	____	____	____	____
22. First comes fear, then respect	____	____	____	____	____	____	____
23. All I want a recruit to do is try his best	____	____	____	____	____	____	____
24. What my company does reflects on me	____	____	____	____	____	____	____
25. If the company loses a lot of points it means I've done a lousy job with them	____	____	____	____	____	____	____
26. I personally feel that with some recruits a good swift kick in the butt would be a lot more effective than a marching party	____	____	____	____	____	____	____
27. A good CC feels like he can brigade every time he pushes a company	____	____	____	____	____	____	____
28. During the first few days of training, the best way to motivate a company is through fear	____	____	____	____	____	____	____
29. It is important to me to brigade my company	____	____	____	____	____	____	____
30. There are too many politics involved in selecting the company that brigades	____	____	____	____	____	____	____
31. Many of the things I do as a CC are checked unnecessarily by supervisors	____	____	____	____	____	____	____

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	Strongly Agree	Moderately Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Moderately Disagree	Strongly Disagree
32. I like the actual work involved in being a Company Commander	____	____	____	____	____	____	____
33. One good thing about being a CC is that I decide how to do my own work	____	____	____	____	____	____	____
34. I get enough information about how I'm doing in my work as a Company Commander to allow me to correct errors and improve my performance	____	____	____	____	____	____	____
35. I find my work as a CC interesting enough to talk about it with people who are not involved in recruit training	____	____	____	____	____	____	____
36. Being a Company Commander is a job that allows me to continually learn something worthwhile	____	____	____	____	____	____	____
37. The more companies I push, the more boring being a CC becomes	____	____	____	____	____	____	____
38. I feel satisfied about the way in which I get feedback about my work as a Company Commander	____	____	____	____	____	____	____
39. Putting in effort to do my job as a CC well really isn't worth it	____	____	____	____	____	____	____
40. My being a CC really won't affect anything in the long run	____	____	____	____	____	____	____
41. I could accomplish more as a CC if I had more freedom in determining how I should accomplish my objectives	____	____	____	____	____	____	____

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	Strongly Agree	Moderately Agree	Slightly Agree	Neither Agree nor Disagree	Slightly Disagree	Moderately Disagree	Strongly Disagree
42. Some parts of a Company Commander's job really do not make sense	____	____	____	____	____	____	____
43. If I could reorganize the work involved in being a CC, I could do the job more effectively	____	____	____	____	____	____	____
44. I often feel like a cog in the machinery and that what I do doesn't matter much	____	____	____	____	____	____	____
45. When I'm pushing a company I often feel that I waste my time because the work involved is organized badly	____	____	____	____	____	____	____
46. When I'm pushing a company I'm usually able to arrange much of my own schedule with regard to when things are done	____	____	____	____	____	____	____
47. I often feel that trying to do my job as a CC better gets me nowhere	____	____	____	____	____	____	____
48. When I'm pushing a company I often wish I had more freedom in planning or doing my work	____	____	____	____	____	____	____
49. The actual work involved in being a CC is often distasteful to me	____	____	____	____	____	____	____
50. Being a Company Commander is marking time--just putting in time on a temporary job	____	____	____	____	____	____	____

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Appendix B

MEAN RESPONSES OF COMPANY COMMANDERS' SELF-REPORTS OF PERFORMING EACH BEHAVIOR (OB), INTENDING TO PERFORM EACH BEHAVIOR (BI), AND EVALUATING EACH BEHAVIOR (A_{act}), BY GROUPS

TABLE B-1. MEAN RESPONSES OF COMPANY COMMANDERS' SELF-REPORTS OF PERFORMING EACH BEHAV IOR (OB), INTENDING TO PERFORM EACH BEHAVIOR (BI), AND EVALUATING EACH BEHAVIOR (A_{act}), BY GROUP

		OB			BI			A_{act}		
		AA	A	BA	AA	A	BA	AA	A	BA
1.	Asked other CC for help with discipline problems	1.36	1.58	1.68	3.43	3.89	4.55	3.14	3.76	4.32
2.	Immediately fired recruit PO who exceeded authority	1.41	1.45	1.59	3.33	4.37	4.95*	3.55	4.03	4.27
3.	Selected "setback" as RCPO	1.23	1.29	1.55	2.43	3.21	3.86*	2.73	3.34	3.50
4.	Told company I expect them to brigade	1.59	1.26	1.14*	5.29	3.50	3.55*	4.95	3.79	3.73
5.	Taken phone privileges as form of discipline	1.82	1.79	1.77	4.38	4.95	5.00	5.05	5.00	4.59
6.	Pre-checked lockers prior to inspection	1.91	1.84	1.82	5.95	5.61	5.45	5.55	5.82	5.18
7.	Been ahead of schedule teaching IG lessons	1.73	1.06	1.73	5.24	4.89	5.50	6.05	5.42	5.32
8.	Allowed recruits to finish fights among themselves	1.00	1.03	1.05	1.38	1.53	1.59	1.45	1.55	1.45
9.	Asked other CC to inspect company during primary training	1.86	1.79	1.82	5.05	5.32	6.00	5.55	6.29	5.86
10.	Selected toughest recruit for master-at-arms	1.18	1.26	1.27	2.43	2.87	3.18	3.05	3.43	3.73
11.	Attended all smokers where my recruits fight	1.68	1.39	1.41	5.19	4.16	3.77	5.45	6.03	5.59
12.	Used "Marching thru Georgia" as discipline	1.50	1.37	1.55	3.57	3.58	3.50	4.09	3.71	4.45
13.	Punished whole company if 3 recruits lost points in locker insp.	1.27	1.32	1.09	2.48	2.50	2.09	2.50	2.66	1.86

(See notes at end of this table, on page 91)

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TABLE B-1. MEAN RESPONSES OF COMPANY COMMANDERS' SELF-REPORTS OF PERFORMING EACH BEHAVIOR (OB), INTENDING TO PERFORM EACH BEHAVIOR (BI), AND EVALUATING EACH BEHAVIOR (A_{act}), BY GROUP (cont.)

	OB			BI			A_{act}		
	AA	A	BA	AA	A	BA	AA	A	BA
14. Punished whole company if 3 recruits lost points in personal inspection	1.27	1.34	1.05*	2.67	2.45	2.05	2.82	2.50	1.77
15. Told company to ignore recruit as form of discipline	1.09	1.13	1.05	1.71	2.24	1.73	1.91	1.95	1.45
16. Told recruits I don't believe in "setting back"	1.32	1.21	1.09	3.05	3.05	3.05	3.32	2.32	2.77
17. Faked beating with recruit to scare company	1.36	1.18	1.23	3.33	2.39	2.41	3.00	2.66	2.55
18. Allowed POs to give physical training as form of discipline	1.68	1.50	1.73	4.05	3.34	4.27	4.18	3.55	4.05
19. Baked up recruit PO when exceed authority	1.45	1.45	1.68	3.95	3.45	4.55	4.18	3.21	4.32*
20. Asked other CC to help teach infantry	1.41	1.71	1.68	3.71	4.79	5.36*	3.82	4.97	5.00
21. Selected some recruit officers at R & O	1.73	1.84	1.86	4.90	5.53	4.82	4.55	5.53	5.00*
22. Used Sun. p.m. for infantry drill after "crossing the bridge"	1.68	1.63	1.64	4.76	4.26	5.50	4.64	4.11	4.82
23. Allowed company to use "cheating gear"	1.73	1.58	1.86	3.38	2.58	3.91*	3.23	2.71	3.23
24. Attended most instructor-conducted classes	1.55	1.50	1.64	4.33	3.84	4.14	4.91	5.03	4.73
25. Allowed EPO to handle most questions after TV classes	1.77	1.61	1.59	5.24	4.11	4.64	4.86	4.13	4.09

(See Notes at end of this table, on page 91)

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TABLE B-1. MEAN RESPONSES OF COMPANY COMMANDERS' SELF-REPORTS OF PERFORMING EACH BEHAVIOR (OB), INTENDING TO PERFORM EACH BEHAVIOR (BI), AND EVALUATING EACH BEHAVIOR (A_{act}), BY GROUP (cont.)

	OB			BI			A_{act}		
	AA	A	BA	AA	A	BA	AA	A	BA
26. Set aside time each week for recruits problems	1.36	1.32	1.27	3.57	4.00	3.77	4.41	4.84	4.05
27. Been out of barracks by 1800 after "crossing bridge"	1.64	1.84	1.55*	5.19	5.47	4.45	5.64	6.13	5.50
28. Required company to study for tests 45 mins. ea. night	1.91	1.89	1.86	6.57	6.24	6.64	6.68	6.68	6.59
29. Been in barracks at reveille after "crossing the bridge"	1.59	1.42	1.55	4.67	3.87	4.09	4.23	3.16	3.73
30. Had more than 2 EPOs in company	1.82	1.66	1.82	5.71	5.00	5.09	6.32	5.71	5.73
31. Pre-inspected company on evaluation day	1.91	1.87	1.91	5.76	6.16	5.77	5.95	6.13	5.41
32. Told company brigading not important	1.09	1.50	1.50*	2.71	3.39	3.76	2.45	3.34	3.59
33. Tried to "hide" recruit who'd cost company points	1.18	1.42	1.36	2.43	2.53	2.64	1.68	2.08	2.09
34. Disciplined recruit in front of company	1.86	1.95	1.86	5.29	5.32	5.18	4.55	5.37	4.45
35. Learned names of every member of company	1.36	1.45	1.32	4.19	4.39	4.27	5.00	4.84	4.50

* $p < .05$, F test, df = 2.81

(See Notes at end of this table, on page 91)

NAVTRAEQUIPCEN 73-C-0129-1

TABLE B-1. MEAN RESPONSES OF COMPANY COMMANDERS' SELF-REPORTS OF PERFORMING EACH BEHAVIOR (OB), INTENDING TO PERFORM EACH BEHAVIOR (BI), AND EVALUATING EACH BEHAVIOR (A_{act}), BY GROUP (cont.)

Notes:

For the OB scores - If the behavior had been performed in the past it was coded 2, and if the behavior had not been performed in the past it was coded 1.

For the BI scores - A seven-point scale was used with 7 indicating extreme certainty of intending to perform the behavior, 4 indicating a neutral point, and 1 indicating extreme certainty in not intending to perform the behavior.

For the A_{act} scores - A seven-point scale was used, with 7 indicating extremely good, 4 indicating neither good nor bad, and 1 indicating extremely bad.

Appendix C

MEAN RESPONSES, BY GROUPS, OF COMPANY COMMANDERS, FOR NORMATIVE BELIEFS OF OTHER COMPANY COMMANDERS (NB_{CC}), THE MILITARY TRAINING OFFICER (NB_{MTO}), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING COMPANY

TABLE C-1. MEAN RESPONSES, BY GROUPS, OF COMPANY COMMANDERS FOR NORMATIVE BELIEFS OF OTHER COMPANY COMMANDERS (NB_{CC}), THE MILITARY TRAINING OFFICER (NB_{MTO}), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING COMPANY

	NB_{CC}			NB_{MTO}			NB_{CO}		
	AA	A	BA	AA	A	BA	AA	A	BA
1. Asked other CC for help with discipline problems	3.81	4.21	4.71	4.00	4.92	4.67	4.19	4.66	4.36
2. Immediately fired recruit PO who exceeded authority	4.00	4.24	4.76	3.67	4.95	5.05*	4.29	4.63	4.38
3. Selected "setback" as RCPO	2.86	3.45	4.10	3.81	3.89	4.10	3.70	4.00	3.81
4. Told company I expect them to brigade	4.81	4.87	4.38	4.14	4.58	5.19	3.43	3.82	5.29*
5. Taken phone privileges as form of discipline	5.29	5.47	5.67	3.95	4.82	4.48	3.10	3.66	2.62
6. Pre-checked lockers prior to inspection	5.90	6.34	6.38	4.48	5.05	5.14	3.29	4.37	4.43
7. Been ahead schedule teaching IG lessons	5.90	5.42	5.33	4.81	4.26	4.10	3.76	4.16	3.14
8. Allowed recruits to finish fights among themselves	1.71	2.50	2.43	1.90	1.68	1.76	1.67	1.30	1.38
9. Asked other CC to inspect company during primary trng.	5.52	6.08	6.38	5.90	5.39	5.33	4.76	5.47	5.00
10. Selected toughest recruit for master-at-arms	3.24	4.42	4.14	2.86	3.11	3.67	2.43	2.71	3.24
11. Attended all smokers where my recruits were fighting	5.57	5.32	5.10	5.48	5.03	5.48	5.57	5.66	5.62
12. Used "Marching thru Georgia" as discipline	4.29	5.21	4.71	3.05	2.89	2.29	2.05	2.18	1.67

(See notes at the end of this table, on page 96)

NAVTRAEQUIPCEN 73-C-0129-1

TABLE C-1. MEAN RESPONSES, BY GROUPS, OF COMPANY COMMANDERS FOR NORMATIVE BELIEFS OF OTHER COMPANY COMMANDERS (NB_{CC}), THE MILITARY TRAINING OFFICER (NB_{MTO}), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING COMPANY (cont.)

	NB_{CC}			NB_{MTO}			NB_{CO}		
	AA	A	BA	AA	A	BA	AA	A	BA
13. Punished whole Company if 3 recruits lost points in locker inspection	2.90	3.34	3.19	2.38	2.45	2.24	2.29	1.71	1.43
14. Punished whole Co if 3 recruits lost points in personal inspec.	2.95	3.29	3.05	2.29	2.45	2.24	2.19	1.71	1.43
15. Told company to ignore recruit as form of discipline	2.29	3.24	2.62	2.00	2.34	1.95	2.10	1.84	1.38
16. Told recruits I don't believe in "setting back"	3.14	3.13	3.86	3.10	2.47	2.33	3.19	2.58	2.48
17. Faked beating with recruit to scare company	3.86	3.39	3.14	2.57	2.05	2.33	1.48	1.58	1.33
18. Allowed POs to give physical training as form of discipline	4.19	4.08	4.29	2.33	2.34	1.86	2.14	2.13	1.48
19. Baked up recruit PO when exceeded authority	3.81	3.50	4.71	3.10	2.58	3.86*	2.81	2.45	3.52
20. Asked other CC to help teach infantry	4.00	4.87	5.67*	4.62	5.26	4.90	4.43	5.18	4.95
21. Selected some recruit officers at R & O	4.57	5.58	5.05	4.10	5.18	4.57	4.00	5.16	4.71*
22. Used Sunday p.m. for infantry drill after "crossing bridge"	4.90	5.11	5.81	3.14	3.21	3.05	2.24	2.71	2.33
23. Allowed company to use "cheating gear"	3.95	3.95	4.81	1.90	1.82	1.81	1.48	1.55	1.33

(See notes at the end of this table, on page 96)

TABLE C-1. MEAN RESPONSES, BY GROUPS, OF COMPANY COMMANDERS, FOR NORMATIVE BELIEFS OF OTHER COMPANY COMMANDERS (NB_{CC}), THE MILITARY TRAINING OFFICER (NB_{MTO}), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING COMPANY (cont.)

	NB_{CC}			NB_{MTO}			NB_{CO}		
	AA	A	BA	AA	A	BA	AA	A	BA
24. Attended most instructor-conducted classes	4.10	3.58	4.81	5.14	5.18	5.48	6.00	5.55	5.71
25. Allowed EPO to handle most questions after TV classes	4.24	5.00	4.48	3.24	3.29	2.81	2.62	3.18	2.71
26. Set aside time each week for recruits problems	4.14	4.55	4.14	4.52	4.79	4.57	5.14	4.92	5.00
27. Been out of barracks by 1800 after "crossing the bridge"	5.19	5.00	5.14	6.05	6.16	6.62	6.38	6.37	6.48
28. Required company to study for tests 45 minutes each night	6.52	6.37	6.48	6.76	6.61	6.86	6.71	6.74	6.71
29. Been in barracks at reveille after "crossing the bridge"	4.29	4.18	3.48	3.76	2.79	2.24	3.57	2.34	2.33
30. Had more than 2 EPOs in company	5.81	5.50	5.00	5.38	4.45	4.10	4.57	4.66	4.19
31. Pre-inspected company on evaluation day	6.24	6.42	6.29	5.00	5.39	5.38	3.90	4.53	4.81
32. Told company brigading not important	2.62	3.29	3.52	3.67	3.63	2.71	3.62	3.34	3.29
33. Tried to "hide" recruit who'd cost company points	2.67	3.95	3.38	1.95	1.89	1.62	2.10	1.55	1.10
34. Disciplined recruit in front of company	4.95	5.45	5.29	3.76	4.11	3.90	2.90	3.45	2.76
35. Learned names of every member of my company	4.71	4.21	3.81	4.90	4.29	4.19	5.71	4.29	4.62

(See notes at the end of this table, on page 96)

TABLE C-1. MEAN RESPONSES, BY GROUPS, OF COMPANY COMMANDERS FOR NORMATIVE BELIEFS OF OTHER COMPANY COMMANDERS (NB_{CC}), THE MILITARY TRAINING OFFICER (NB_{MTO}), AND THE COMMANDING OFFICER (CO) OF RECRUIT TRAINING COMPANY (cont.)

Notes:

* $p < .05$, F test, df = 2/81

For all of the normative beliefs measures a 7-point scale was used, with 7 indicating that the respondent was extremely certain that the referent felt he should perform the behavior, 4 indicating a neutral point, and 1 indicating that the respondent was extremely certain that the referent felt he should not perform the behavior.

Appendix D

MEAN SCORES FOR OPINION QUESTIONS, BY GROUP

TABLE D-1. MEAN SCORES FOR OPINION QUESTIONS, BY GROUP

A.	Recruit Training Questions	AA	A	BA	F
1.	MED inspectors fair and impartial in evaluation	4.62	4.26	3.32	2.36
2.	I feel whole compand would benefit if I could take wiseguy out behind barracks	4.76	4.82	4.32	0.40
3.	If only win one flag, I'd want it to be athletic flag	2.43	3.37	3.54	3.18*
4.	Way things are run now, recruit training is like a summer camp for kids	4.86	4.76	4.77	0.01
5.	Don't mind bending rules a little when I think it will help my company in competition	4.81	3.95	3.86	1.59
6.	Tougher I act, better my company does	4.19	4.26	4.18	0.01
7.	Instructors of group dynamics should alert CCs to problems observed in class	5.90	6.32	6.00	0.54
8.	When RCPO fired, he should be transferred to another company	4.52	4.74	5.27	0.73
9.	I feel my training affects a man all his life, not just during Navy career	6.05	6.45	6.23	0.83
10.	Generally I want to do what MTO thinks I should do	5.90	5.84	5.41	1.00
11.	Best company doesn't always brigade	5.62	6.71	6.48	4.23 *
12.	If I were able to discipline recruit same way as my own children, I'd turn out better companies	4.67	5.00	5.81	2.06
13.	If only win one flag I'd want military	4.76	4.24	3.86	1.35
14.	Even if my company were the best, I wouldn't win the competition	3.05	3.89	4.95	5.35*

TABLE D-1. MEAN SCORES FOR OPINION QUESTIONS, BY GROUP (cont.)

A.	Recruit Training Questions (cont.)	AA	A	BA	F
15.	Must be tougher with setbacks than with other recruits	3.38	3.53	3.38	0.08
16.	Worse if man loses the company points in personal inspection than bag or locker inspection	3.05	3.55	3.76	0.84
17.	Men in company that brigades better in Fleet than men in company that does not brigade	3.10	2.21	1.76	3.23*
18.	Generally I want to do what CO for recruit training thinks I should	5.00	5.53	5.29	0.77
19.	If 60 men in company, every minute with one man is wasted 59 minutes	2.81	2.92	2.95	0.03
20.	More flags I win the better job I'm doing	4.10	2.32	2.24	7.12*
21.	If only win one flag I'd want academic	3.62	5.00	5.14	6.75*
22.	First comes fear, then respect	4.14	3.87	3.41	0.67
23.	All I want recruit to do is to try his best	6.29	6.61	6.77	1.27
24.	What my company does reflects on me	5.33	6.21	5.68	2.09
25.	If company loses lot of points it means I've done a lousy job	5.43	4.58	3.95	2.57
26.	I feel with some recruits a kick in butt is more effective than marching party	5.62	6.45	6.09	1.77
27.	A good CC feels he can brigade every time he pushes a company	4.90	4.42	3.50	3.12*
28.	During first days of training, best way to motivate a company is through fear	4.81	4.58	4.00	0.86

TABLE D-1. MEAN SCORES FOR OPINION QUESTIONS, BY GROUP (cont.)

		AA	A	BA	F
A.	Recruit Training Questions (cont.)				
29.	Important to me to brigade my company	4.95	2.89	2.18	12.56*
30.	Too many politics involved in selecting company that brigades	3.90	5.00	5.68	4.37
B.	Job Satisfaction Questions				
31.	Many things I do as CC checked unnecessarily by supervisors	3.57	3.82	4.91	4.32*
32.	I like actual work in being CC	5.48	4.79	4.59	1.08
33.	One good thing about being CC is deciding how to do own work	5.52	4.87	3.68	4.73*
34.	I get enough info about how I'm doing as CC to allow me to correct errors and improve	5.00	5.16	4.23	1.94
35.	My work as CC interesting enough to talk about with people not involved	5.95	5.61	4.73	2.38
36.	Being CC is job that allows me continually to learn something worthwhile	5.19	4.97	4.68	0.33
37.	More companies I push, the more boring being CC becomes	2.62	2.61	3.41	1.40
38.	I feel sati sfied about way I get feedback about CC work	4.43	4.11	3.82	0.48
39.	Effort to do job as CC not worth it	2.81	2.45	2.86	0.38
40.	Being CC won't affect anything in the long run	2.14	1.97	2.59	1.16
41.	Could accomplish more as CC if more freedom to determine how to accomplish objectives	4.29	5.06	5.18	2.25
42.	Parts of CC's job really don't make sense	4.33	5.25	5.50	2.74

TABLE D-1. MEAN SCORES FOR OPINION QUESTIONS, BY GROUP (cont.)

B.	Job Satisfaction Questions (cont.)	AA	A	BA	F
43.	If I could reorganize work as CC could do job more effectively	4.14	4.03	4.55	0.77
44.	I often feel a cog in machinery and what I do doesn't matter much	3.10	3.31	3.82	0.85
45.	When pushing company I often feel I waste my time because work is badly organized	3.05	3.25	4.64	4.16*
46.	When pushing company I'm usually able to arrange my own schedule with regard to when things are done	5.00	4.53	3.23	4.30*
47.	Often feel trying to do my job as CC better gets me nowhere	3.10	3.56	4.41	2.43
48.	When pushing a company I often wish more freedom in work	5.33	4.80	5.64	1.58
49.	Actual work in being CC often distasteful to me	2.10	4.08	4.14	7.19*
50.	Being CC is marking time--time on temporary job	1.85	2.16	2.73	1.36

* $p < .05$, df = 2/81

Note: These items were scored on a 7-point scale, with 7 indicating strong agreement with the statement, 4 indicating neither agreement nor disagreement, and 1 indicating strong disagreement with the statement.

Appendix E

EVALUATION FORM USED AT RTC, SAN DIEGO, CALIFORNIA FOR COMPANY COMMANDER PERFORMANCE

COMPANY COMMANDER/SUPPORT BILLET EVALUATION
CPO/PETTY OFFICER
11ND-NTC-1616 9 (REV. 6-70)

CPO SECTION

NAME (Last, First and Initial) | REGIMENT ☐ ONE ☐ TWO | DIVISION

SERVICE NUMBER | RATE | RATEE HAS LED _____ COMPANIES INCLUDING THIS COMPANY | DATE REPORTED TO RTC | I.D. NUMBER

DATE ... PICK UP | COMPANY SIZE | COMPANY DEPARTURE DATE

SUPPORT BILLET INFORMATION

DESCRIPTION OF BILLET TASKS

PERIOD OF EVALUATION

DATE ASSIGNED | DATE TRANSFERRED

COMMENTS

EVALUATION

Compare ratee with all others of his rate known to you. Mark only the smallest top or bottom percentage which applies.

*Any mark in top/bottom 10 5 or 1% requires individual justification in comment section.

	THE TYPICAL OUTSTANDING CHIEF OF RATEE'S RATE									
	BOTTOM					TOP				
	50%					50%				
	30%					30%				
	10%					10%				
	5%					5%				
NOT OBSERVED	1%	.	.	.		.	.	.	1%	
A. PERFORMANCE OF DUTY	○	○	○	○	○	○	○	○	○	○
B. ENDURANCE	○	○	○	○	○	○	○	○	○	○
C. PERSONAL APPEARANCE	○	○	○	○	○	○	○	○	○	○
D. COOPERATIVENESS	○	○	○	○	○	○	○	○	○	○
E. RELIABILITY	○	○	○	○	○	○	○	○	○	○
F. INITIATIVE	○	○	○	○	○	○	○	○	○	○
G. CONDUCT	○	○	○	○	○	○	○	○	○	○
H. POTENTIAL	○	○	○	○	○	○	○	○	○	○
I. RESOURCEFULNESS	○	○	○	○	○	○	○	○	○	○
J. LEADERSHIP — DIRECTING	○	○	○	○	○	○	○	○	○	○
K. LEADERSHIP — COUNSELING	○	○	○	○	○	○	○	○	○	○
L. VERBAL — WRITING	○	○	○	○	○	○	○	○	○	○
M. EXPRESSION — SPEAKING	○	○	○	○	○	○	○	○	○	○
OTHER FACTORS FOR C C										
N. CO. ORGANIZATION	○	○	○	○	○	○	○	○	○	○
O. CO. DISC PLINE	○	○	○	○	○	○	○	○	○	○
P. INFANTRY EVAL.	○	○	○	○	○	○	○	○	○	○
Q. BAG EVAL.	○	○	○	○	○	○	○	○	○	○
R. ACADEMIC EVAL.	○	○	○	○	○	○	○	○	○	○
S. ADMINISTRATIVE	○	○	○	○	○	○	○	○	○	○
T. OVERALL EVALUATION	○	○	○	○	○	○	○	○	○	○

BATTALION/DIVISION OFFICER'S SIGNATURE AND RANK | DATE

REGIMENTAL COMMANDER ☐ CONCUR ☐ RE-EVALUATE | SIGNATURE AND RANK | DATE

DEPARTMENT HEAD ☐ CONCUR ☐ RE-EVALUATE | SIGNATURE AND RANK | DATE

Figure E-1. Evaluation Form Used at RTC, San Diego California for Company Commander Performance.

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